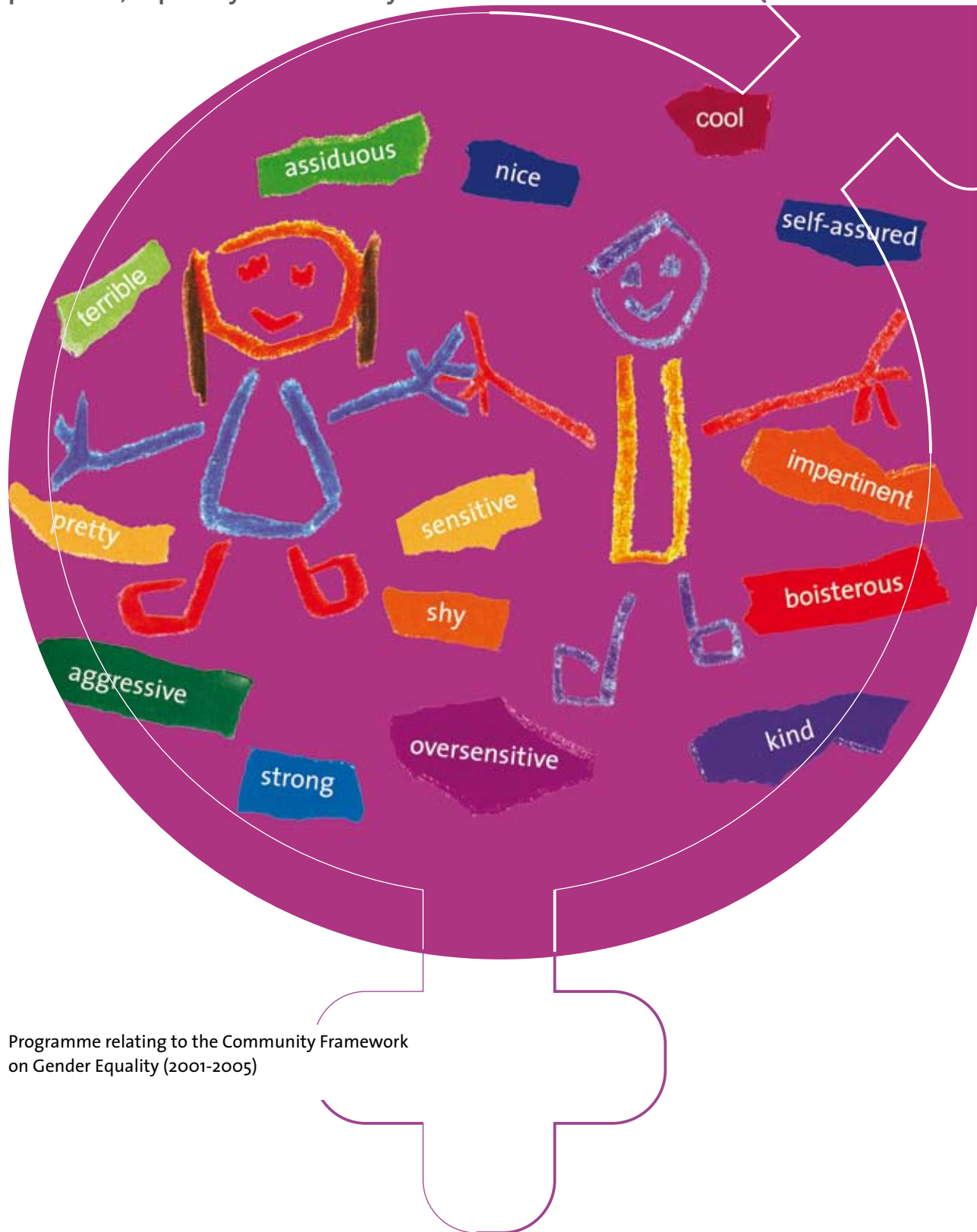


Gender roles and stereotypes in education and training

Study

Integration of the gender aspect into curricula and practical training for teachers at preschools, at primary and secondary schools



Programme relating to the Community Framework on Gender Equality (2001-2005)

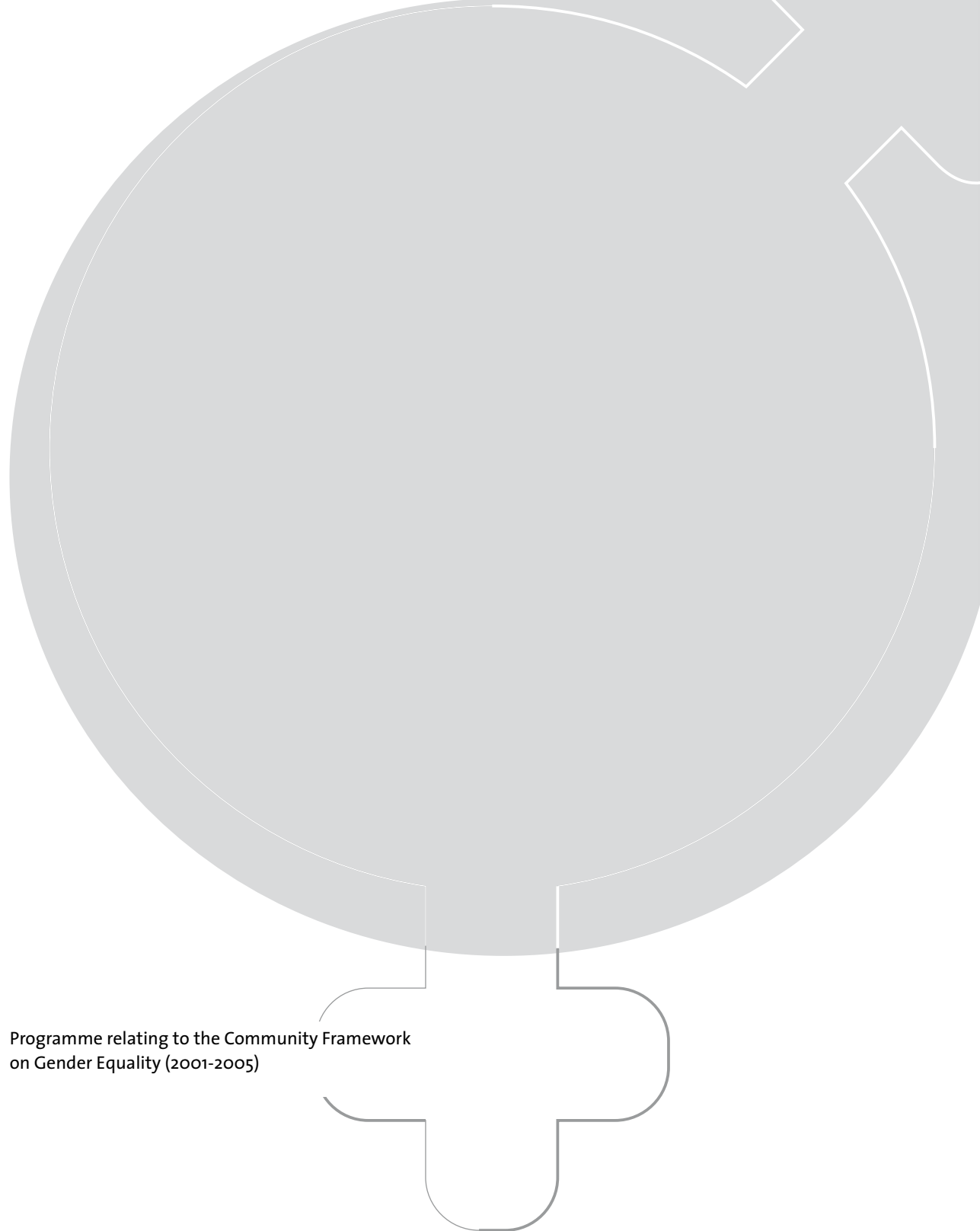


LE GOUVERNEMENT
DU GRAND-DUCHÉ DE LUXEMBOURG
Ministère de l'Égalité des chances

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Study

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Programme relating to the Community Framework on Gender Equality (2001-2005)

With support from the European Community:

Programme relating to the Community Framework on Gender Equality (2001-2005)

The information contained in this publication does not necessarily reflect the position or opinion of the European Commission

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Abstract

The report is based on the European project “Gender Roles and Stereotypes in Education and Training” aiming to shed some light on the status quo regarding the integration of the gender aspect in teacher education in the EU 25. The study is based on the collection of data which relies on quantitative and qualitative research methods. The report provides a theoretical approach to the role of teacher education as a basic educational field which is embedded in a cultural and social context. In this light the “gender aspect” is used as a tool to highlight the pervasiveness of gender and its relevance within teacher education.

The presentation of the main results is structured according to the following options: ‘the gender aspect is not integrated in teacher education’ and ‘the gender aspect is integrated in teacher education’. When the gender aspect was not integrated, the results show that the **reasons** why the gender aspect was not integrated are university specific reasons. The importance of gender is questioned by not accepting gender as a quality feature or by considering gender as an unimportant subject. Insufficient funding is not identified as a crucial variable for the non-integration of the gender aspect.

The **measures** to ensure a future integration stresses the importance of actor level information campaigns and teaching staff preparation. On a structural level, the measures emphasise a better work-life-balance. Shaping gender roles outside the university structure is considered as an impetus in the integration process within the university. In this context the role of **gender research** is regarded as moderately important.

The presentation of the main results in cases where the gender aspect is integrated refers to the institutional considerations and preconditions, initiating actors, the information and preparation of the teaching staff, supporting actors, political decisions, provided resources and the influence of gender research findings. The **institutional considerations** refer primarily to the structural level that seeks to promote gender equality and to mainstream the gender perspective.

The **preconditions** are also connected to the structural level. Political support and financial resources constitute no basic precondition to realise integration. Representatives from the university top-down structures (head of the university, dean of the faculty for education & the gender representative), the university

bottom-up structures (teachers) and the political top-down structures (ministries) constitute the **initiating actors**.

The provided **information and preparation** of the teaching staff by the universities is moderate. However the offer of **advanced training courses** in gender is nearly neglected in the context of the integration. The **supporting actors** are composed of representatives of the university management (top-down) and teachers and professors (bottom-up). There is a certain similarity between the composition of the supporting and the initiating actors. The *external support* accentuates the governmental assistance by ministries. Political assistance is emphasised in the context of initiation and support but not as basic premise to integrate the gender aspect.

Political decisions have a high influence on the implementation process. Particular measures taken at national level point out the need for policies and for a structural frame. The cooperation between the political and scientific actors however is weak and reveals a lack of interaction. Moreover the steps of cooperation in this regard refer mainly to financial support.

The **resources provided** for teachers, gender experts and budgets are extremely low. The slender application of resources mirrors the low horizontal integration of the gender aspect across the disciplines. Compared to the presence of gender in other university curricula the vertical integration of the gender aspect is mostly rare at the universities. **Gender research** findings have a high influence on the integration process, they focus on performance assessment, research on difference, revealing gender biases and doing gender. Thus the role of gender research is of great importance.

The implementation of the gender aspect does not merely mean 'add women and stir' (Pearson/Rooke, 1993: 414) or squeezing "some gender" into the existing structures. The whole implementation process is related to transformative processes in diverse areas within the university and teacher education. As one of the most important findings of the study brought out the implementation of the gender aspect within teacher education and also within other university curricula can and have to be realised in pluralistic ways. Thus a unique formula for a cross-university or a cross-cultural implementation cannot be created. It is important to underline that the findings are not only of interest to the scientific community but

are meant for target-oriented use in teacher education. To quote one of the interview partners: 'the fruits of research need to feed into teacher education'.

I. INTRODUCTION

The intention of this research report is to present the empirical findings resulting from the investigation of the integration of the “gender aspect” in the curricula for teacher education. In order to provide an insight on the objectives and aims of the research project chapter two gives information on the study’s framework and shows up how the study is embedded.

Part three reviews the role of teacher education as a pillar of the educational system. Section 3.1 sketches the various factors of teacher education and discusses their interrelated impacts. Section 3.2 outlines the meaning of the gender aspect in the context of teacher education and points out how the gender aspect is explored in other research projects on teacher education.

The research methods used in the present study are introduced in chapter four. It provides information on the development of the questionnaire and the interview guidelines and describes the application of the research instruments.

Chapter five constitutes the empirical part of this report. Section 5.1 explores and discusses the quantitative results which originate from the questionnaires. In following, section 5.2 portrays the qualitative findings which derive from the interviews focussing on four main subjects. The comparison of the quantitative and qualitative results along these selected subjects is depicted as summary in chapter six. The main results of the study are highlighted in chapter seven. They refer to the implementation status: the gender aspect is not integrated and the gender aspect is integrated.

Finally chapter eight seeks to introduce prospects on how the research findings can be disseminated and taken up as a starting point for new and ongoing research projects. In addition a checklist is presented in order to offer assistance for the practical implementation of the gender aspect in teacher education and other university curricula.

II. CONTEXT OF THE PROJECT

The research project 'Integration of the gender aspect into curricula and practical training for teachers at preschools, at primary and secondary schools' was conceived as a quantitative and qualitative data collection in order to get an overview on the implementation of the gender aspect in teacher education at the universities of the European member states.

The project intends to build a statistical data base concerning the current implementation status within the educational institutions and aims to analyse the practices how the gender aspect is integrated in the curricula of teacher education. Moreover the intention was to describe the conditions of the integration process and to explore best-practices concerning the integration of the gender aspect. Considered as important were also the role and the influence of gender research as well as the political decisions on the integration of the gender aspect. In this respect the study sought to describe the relationship and the cooperation between the political and scientific stakeholders regarding processes of decision making in the field of gender in education.

The underlying thesis of the project was the assumption that, for teacher education as well as in other university curricula, the integration of the gender aspect in the curricula is not a common item on the university agenda and is moreover considered a peripheral issue in teacher education.

The research project was part of the project "Gender Roles and Stereotypes in Education and Training" co-subsidized by the European Commission under the Community Framework on Gender Equality (2001 - 2005). Each year the framework focused on specific 'fields of intervention'¹ such as economic life, equal participation and representation, social rights, civil life and gender roles and stereotypes, in order to achieve gender equality in all fields of life. In 2005 the emphasised field of intervention concentrated on the impact of existing gender roles and stereotypes. In this context the Ministry for Equal Opportunities

¹Council decision of 20 December 2000 establishing a program relating to the Community framework strategy on gender equality (2001-2005), in: Official Journal of the European Communities, L17/22, 2001

Luxembourg launched the project “Gender Roles and Stereotypes in Education and Training” in cooperation with their partners:

- Council of Education and Training, Belgium
- Department of Education and Science, Dublin, Ireland
- Federal Ministry for Family Affairs, Senior Citizens, Women and Youth, Germany
- Ministry of Labour, Social affairs and Family, Department of Equal Opportunities and Antidiscrimination, Slovak Republic
- University of Ljubljana, Faculty of Education, Slovenia
- European Network on Teacher Education Policies (ENTEP)²

The six countries Belgium, Germany, Ireland, Luxembourg, Slovak Republic and Slovenia are identified as project partner in this report. National partners in Luxembourg are:

- University of Luxembourg
- Ministry for Culture, Higher Education and Research, Luxembourg
- Chamber of Employees Luxembourg (CEP-L)
- Guild Chamber

The cooperation of the institutions and countries is based on a agreed priority to promote gender in the field of teacher education within the different national contexts. In the next sections, our intention is to point out the role of teacher education and in this respect the role of gender in teacher education, and the following sections will therefore propose a theoretical review illustrating the significance of teacher education as one field of the educational system and sketch the position of gender within this context.

² ENTEP is a governmental organization launched in 2000 and composed by Ministers of Education of fourteen European Union member states (Austria, Belgium, Denmark, Finland, France, Germany, Greece, Ireland, Luxembourg, Spain, Sweden, Netherlands and England), their representatives and the European Commission, further information on internet: <http://www.pa-feldkirch.ac.at/entep/>

III. THEORETICAL REVIEW

1. Teacher education - a pillar of the educational system

In a European context, the debate about the role and the importance of education moved into the limelight of political attention in the early 90s at the latest. The Maastricht Treaty of 1992³ and the meeting of the heads of the states and governments of the European Union in Lisbon in the year 2000 emphasised the role of education for future social and economical developments. Education and vocational training as competence developed in the context of a growing global competition and an increased need for high standards on the labour markets.⁴

The Educational, Scientific and Cultural Organization of the United Nations (UNESCO) stated that *'education should be a means to empower children and adults alike to become active participants in the transformation of their societies. Learning should also focus on the values, attitudes and behaviours which enable individuals to learn to live together in a world characterized by diversity and pluralism'* (UNESCO, internet 2006).⁵

In this regard the function of schools as educational institutions and the responsibility of teachers became key factors in the development of students and pupils, empowering and enabling them to develop their skills, interests and individuals potential. Houston (1996) puts particular stress on the status of teachers and states that 'schools can never be more effective than their quality of their teachers' (Houston, 1996: ix). However the quality of a teacher is founded not on intuition and experience (Leavitt, 1992) but above all on high quality education. Thus to extend Houston's statement, teachers can never be more effective than the quality of their education. As consequence, in many countries all over the world, the responsibility for the teachers' preparation has been attributed to the universities 'where future teachers are able to draw upon the full intellectual resources of higher education on a par with other professions' (Leavitt, 1992: ix).

³ Articles 126 and 127 specifying that EU action should be aimed at 'developing the European dimension in education', internet: <http://www.eurotreaties.com/maastrichtec.pdf>, January 2006

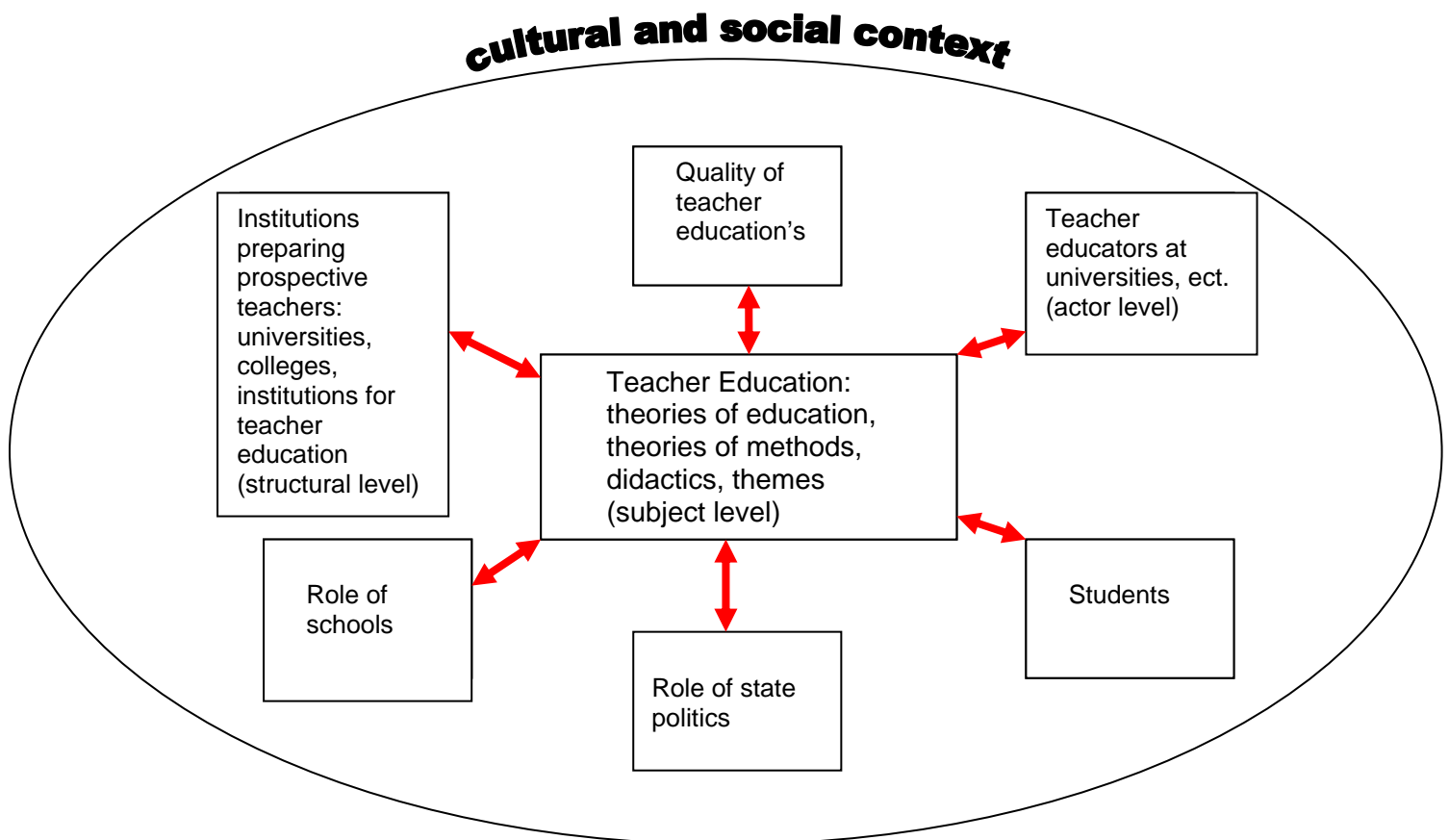
⁴ see: 'Working together on Europe's future', internet: http://europa.eu.int/growthandjobs/index_en.htm, January 2006

⁵ internet: <http://portal.unesco.org>, January 2006

Nevertheless teacher education kept being criticised for certain weaknesses related to poor curriculum development and the kind of programme evaluation that Galluzo labels as the ‘orphan’ of teacher education (see Anderson, 1995). As a result, research works focused more intensively on the preparation of teachers in order to provide new insights on ‘theoretical knowledge bases for teaching (Leavitt, 1992: xv) and to counteract the belief that teaching is based on on ‘common-sense knowledge’ (idem.). It is finally one goal of research studies to undermine this belief and to shape the discourse on the role of teachers and hence the role of teacher education.

Raising the discussion on changes and reforms within teacher education implies the understanding that teacher education is not an enclosed entity but a multitude of different factors that influence each other in a reciprocal way. The different interrelated factors are illustrated in the depiction below.⁶

Figure 1: Teacher education in a cultural and social context



⁶ Not depicted in the table are synergies between different factors which may also occur.

Teacher education with its various factors is encircled by cultural and social context.

2. Gender in the curricula for teacher education

Analysing the integration of the gender aspect⁷ in the curricula for teacher education quantitatively and qualitatively is not only a question of closing or narrowing down the data gap on this issue. It is also a way of asking what gender explicitly means in the context of teacher education and of shedding light on the role of the gender aspect in the curricula for teacher education. The present section hopes to illuminate this issue and to provide an insight on what would be needed to strengthen the influence and impact of gender within teacher education.

Investigating the meaning of gender in teacher education requires an agreement on the meaning of the concept of “gender”. In this study, the term gender was defined as *a concept which refers to differences between women and men as well as to differences between women and between men. These differences can be considered as the result of processes of social constructions. All actors are involved within these cultural, social and educational processes of construction. Gender is always interrelated to social categories like age, social and cultural origins, socio-economic status, ethnic, normative or sexual orientation. All these categories influence one another in different ways and with different effects. Gender varies over time and differs within and between cultures*⁸. Gender roles and gender stereotypes are concepts which are directly linked to the female or male gender and are as constructed as gender itself.

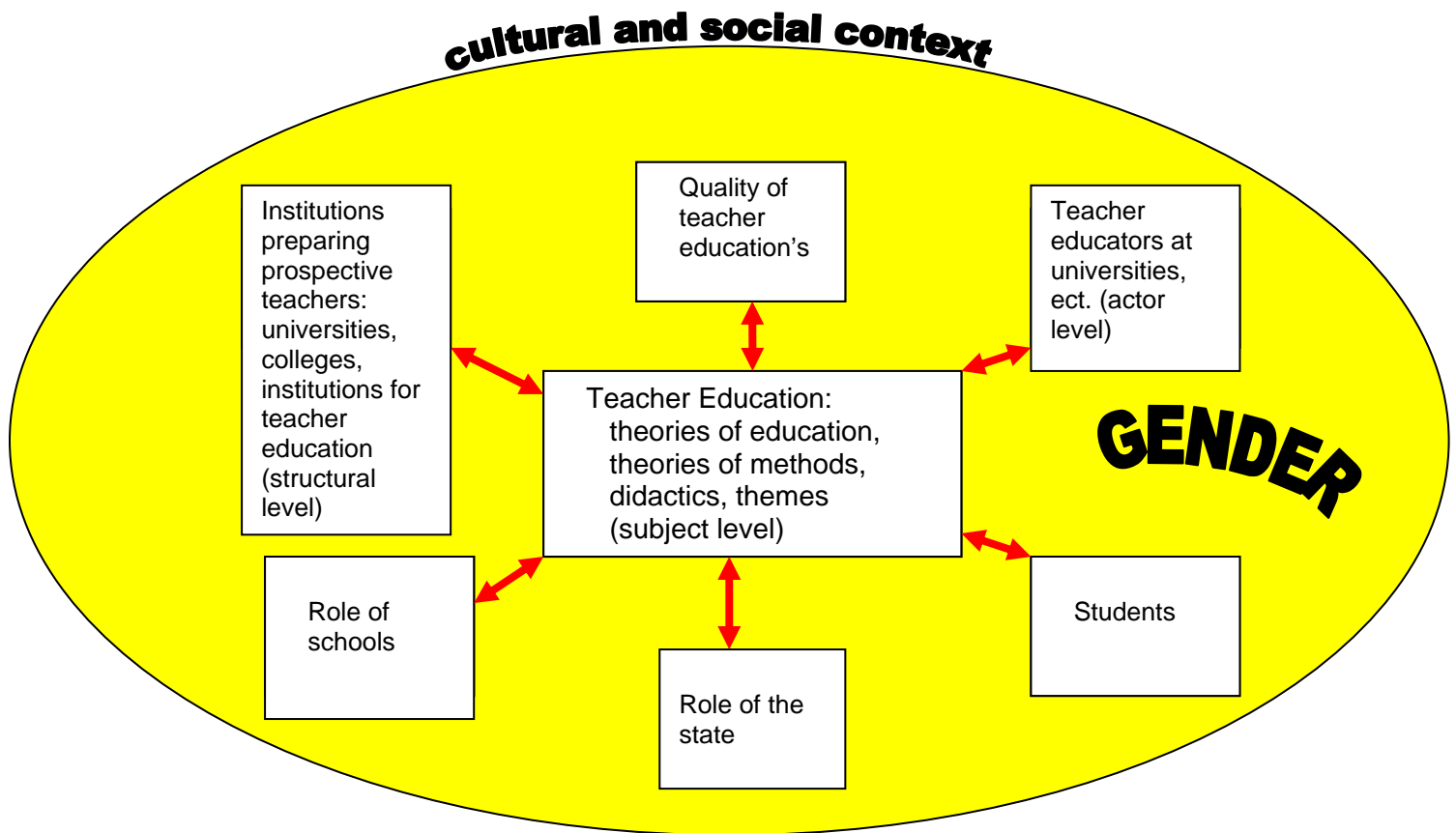
In this light gender can be used to illuminate its own role in the context of teacher education. The illustration below visualises gender as a tool which could be used in relation to all factors connected with teacher education and with the theories, curriculum or knowledge of teacher education itself. Thus, integrating the gender aspect into teacher education means raising the awareness that gender matters in all fields of education. Gender roles and stereotypes are not naturally given but socially constructed and their impacts need to be considered in a broader

⁷ The term ‘gender’ and ‘gender aspect’ are used interchangeable in this report.

⁸ The same definition of ‘gender’ was proposed as a common understanding in the questionnaire and also refers to as gender aspect in this report.

social context. Discussing the recruitment of male students or the segregation of the teacher profession at different school levels in specific subjects, for instance, implies the need to question and to analyse how this segregation is established, and what mechanism allows it to perpetuate itself. Otherwise the discussion could be compared to a treatment of the symptoms without questioning their inherent cause.

Figure 2: Teacher education in the cultural and social context with gender as tool



Sanders (1997) highlights the role of teacher education and states that ‘those learning how to teach today will be responsible for teaching the next two generations. If we want an environment in which girls and boys are treated, and treat each other, with respect and kindness, and in which girls as well as boys are urged and expected to fulfil their potential without restriction, then we must begin teaching about gender equity in our teacher education programs as a matter of course’ (Sanders, 1997). Sanders emphasises the social responsibility teachers have in their classrooms and towards their pupils and students.

In this regard Stromquist (1992) considers teachers ‘as an integral part of educational settings, who play a key role in the transmission of gender ideologies’ (Stromquist, 1992: 229). Unreflective beliefs and behaviours of teachers, characterised as gender-biased attitudes, become a self-fulfilling prophecy internalised by the children and reinforced by the educational and social environment (see Sanders, 1997). The main competence teachers and prospective

teachers need to acquire in this context is gender competence. Gender competence could be understood as the teacher's ability to decipher the biased attitudes in order to counteract them (see Sanders, 1997).

Weiner stated that 'gender has tended to be a low priority for teacher educators as indicated in a Swedish survey on publications on gender and teacher education. Other surveys where gender dimensions have been pointed out in teacher education focused rather on gender stereotypes in teaching material, differences in teaching practices or linked gender with other reasons of educational inequalities (see Weiner, 2000). Information of the practical implementation of the gender aspect however is not mentioned in this survey.

Bonder (1992) challenged this mentality in her study the transmission of sexual stereotypes in the teaching learning process in the various areas of the school curriculum. In a qualitative research project, she analysed how primary school teachers perceive gender stereotypes and how they alter their attitudes by being confronted with their subtle but constitutive impact on the teaching interactions (see Bonder, 1992). A more recent study on teachers' training and gender equality has been presented by Lambrini Frosi in 2005. As result of her study Lambrini concluded that teachers who participated in an in-service training programme on the promotion of gender equality 'construct a new professional identity enriched with knowledge or skills related to gender equality' (Frosi, 2005).

In the context of the implementation of Gender Mainstreaming, political and scientific actors but also economic institutions started to pay higher attention to the integration of the gender aspect in education and, as a result, in teacher education. Institutions, like, for instance, the Council of Europe⁹, the State seminar for Didactics and Teacher Education in Offenburg (Germany)¹⁰ or the Asian Development Bank¹¹, initiated projects and awareness raising campaigns with the goal to advance the implementation of the gender aspect in education and teacher education and to improve the quality of teachers.

⁹see internet:

http://www.coe.int/T/E/Cultural_Co-operation/education/E.D.C/Aspects_of_Citizenship/Gender%20mainstreaming%20in%20schools.asp, January 2006

¹⁰ see internet: <http://www.semog.de/wir/selbstver/gender/gender.htm>, January 2006

¹¹ see internet:

http://www.adb.org/Documents/Manuals/Gender_Checklists/Education/_educ0400.asp?p=gencheck, January 2006

In her study, Bonder (1992) addressed a crucial problem which needs to be resolved in the interest of effective implementation. Indeed, she highlights the importance of cooperation between gender research in the educational field and the spheres of policymaking on the one hand and the programs of formal education on the other. 'To make this link effective poses a challenge that must be faced if a transformation of gender hierarchies is to be accomplished through education' (Bonder,1992: 248).

IV. METHODOLOGY

In order to achieve the aims of the study, the data collection is based on quantitative and on qualitative research methods. For the quantitative part of the study a questionnaire has been developed whereas the qualitative method relies on individual interviews.

3. Questionnaire

As the data collection concentrates on universities and teacher education colleges in 25 EU member states an appropriate questionnaire has been developed. The structure of the questionnaire considers six main parts related to the targeted aims of the study¹²:

- Gender in curricula for teacher education
- Gender in other curricula of the university/college
- Conditions of the integration of the gender aspect for teacher education
- In preparation for gender
- Cooperation and communication within the university structure
- Political conditions of the integration of the gender aspect for teacher education

¹² For further details see questionnaire in English in: appendices, p. 92

Considering the different educational systems across the European countries, the questions and items covered by the questionnaire were formulated taking the diversity of the educational systems into account. The type of questions used includes both closed-ended and open-ended questions.

The questionnaire has been developed by the researchers and approved by the project partner. It was sent directly to the universities of the countries of the project partner following the top-down strategy. Hence the questionnaire was sent to the university management and to the head of the faculty of education. By this procedure it should be guaranteed that the university management was kept informed on the purpose of the study. At same time, the top-down strategy was meant to counteract the tendency to delegate gender issues to the gender representative.

The 17 representatives of the European Network for Teacher Education Policies (ENTEPE) were entrusted with the distribution of the questionnaire to the universities and colleges in their home countries. As Italy and Portugal are actually not represented in ENTEPE, the questionnaire was sent to the University of Padua, Italy and to the Commission of equality at work, located at the Ministry of Labour and Social Solidarity, Portugal.

4. Individual interviews

The purpose of the interviews was to deepen the findings obtained from the questionnaire. They were expected to provide closer background information on the measures, conditions and premises regarding the implementation process of the gender aspect in teacher education. The main criteria for choosing the interview partners were whether the universities have already integrated the gender aspect in teacher education or not. A second criterion was to consider the international diversity of the interviewee. In this context, eight interview partners were selected. Four interviewees came from the universities that have integrated the gender aspect: two from Germany, one from Ireland and one from Sweden. The interview partner from the universities with no gender aspect in teacher education came from Germany (2), Finland and the Slovak Republic.

The interviews were conducted as phone interviews using a structured interview guideline developed by the researches to facilitate the comparison of the

data from the different interviews. One interview guideline has been developed for each interview group¹³ because of the different implementation situation at the participating universities.

The interview guideline was sent to the interviewees one week before the interview appointment. Several phone calls had been made in advance with the interviewee to develop a rapport and to explain the procedure of the interview. The conversations had been recorded with the interviewees' agreement. Their names and the universities they are working for stay anonymous. The interviews were transliterated by the researchers and approved by the interview partner.

V. RESEARCH FINDINGS

This part presents the quantitative findings obtained from the questionnaires and illustrates the qualitative results from the interviews. The depiction of the quantitative results follows the structure used in the questionnaire. For the qualitative findings, four main categories of results are presented in order to deepen and extend the quantitative results.

5. Quantitative findings

Table 1 below offers a detailed overview of the returned questionnaires arranged by countries. It shows how many universities have integrated the gender aspect in teacher education and how many universities have not. The depiction is divided into:

- the countries which are involved into the research project identified as 'project partner',
- the countries taking part in the European Network of Teacher Education Policies (ENTEPE),

¹³ One group constitutes the interview partners from the universities with an integrated gender aspect. The second group represents the interviewees from the universities which have not integrated the gender aspect.

- the member states of the European Union (EU) and non member states of the EU.

Table 1: Overview of returned questionnaires by country

| Country | Number of returned questionnaires | Gender aspect in teacher education | |
|--|-----------------------------------|------------------------------------|----------------|
| | | integrated | not integrated |
| Project partner¹⁴ | | | |
| Germany: | 20 | 12 | 8 |
| North Rhine-Westphalia | 6 | 4 | 2 |
| Baden-Wuerttemberg | 4 | 2 | 2 |
| Hesse | 3 | 2 | 1 |
| Rhineland-Palatinate | 2 | 2 | 0 |
| Saarland | 2 | 1 | 1 |
| Bavaria | 2 | 1 | 1 |
| Schleswig-Holstein | 1 | 0 | 1 |
| Saxony-Anhalt | 0 | 0 | 0 |
| Ireland | 4 | 4 | 0 |
| Slovak Republic | 2 | 1 | 1 |
| Slovenia | 1 | 1 | 0 |
| Belgium ¹⁵ | 1 | 0 | 1 |
| Luxembourg | 1 | 1 | 0 |
| Total number: | 29 | 19 | 10 |
| European Network Teacher Education Policies | | | |
| Austria | 2 | 2 | 0 |
| Cyprus | 1 | 1 | 0 |
| Czech Republic | 0 | 0 | 0 |
| Denmark | 0 | 0 | 0 |
| England | 1 | 1 | 0 |
| Estonia | 0 | 0 | 0 |
| Finland | 3 | 2 | 1 |
| France | 0 | 0 | 0 |
| Greece | 0 | 0 | 0 |
| Hungary | 0 | 0 | 0 |
| Latvia | 0 | 0 | 0 |

¹⁴ The countries designed as project partner take also part of ENTEP but they are not named twice to avoid confusions.

¹⁵ The responds we got from the Belgium university was sent by an email. The information has been taken up for the data collection but is not registered as questionnaire. For this reason we have 39 registered questionnaires but 40 responds.

| | | | |
|---|-----------|-----------|-----------|
| Lithuania | 0 | 0 | 0 |
| Malta | 1 | 1 | 0 |
| Netherlands | 0 | 0 | 0 |
| Poland | 0 | 0 | 0 |
| Spain | 0 | 0 | 0 |
| Sweden | 1 | 1 | 0 |
| Total number: | 9 | 8 | 1 |
| EU member states | | | |
| Italy ¹⁶ | 0 | 0 | 0 |
| Portugal | 0 | 0 | 0 |
| No EU member state | | | |
| Switzerland ¹⁷ | 2 | 1 | 1 |
| Total number of returned questionnaires: | 40 | 28 | 12 |
| Total number of participated countries: | 13 | | |

A first reading suggested that most of the questionnaires were returned from countries which are involved in the project. 29 universities from six different countries participated in the study. In comparison with the 17 ENTEP countries, who are not direct partners of the project, we received nine questionnaires, none from Italy and Portugal. From Switzerland we got two questionnaires. In the end, universities from 13 countries returned a questionnaire.

Analysing the total number of returned questionnaires by ENTEP countries, it is noticeable that eight universities out of nine who answered the questionnaire have integrated the gender aspect whereas only one of the universities that replied has not incorporated any gender dimension in teacher education. It could be assumed that those countries who participated in the study have already made efforts to integrate the gender aspect into teacher education. For this reason it has been apparently no issue to provide data on the current state of their integration process.

¹⁶ Italy and Portugal are momentary not represented in the ENTEP and are therefore named separately as EU member states.

¹⁷ Switzerland was taken into account as western European country

Considering the higher number of returned questionnaire from the universities which belong to the project partner this suspicion seems confirmed. 19 universities out of the 29 which have returned the questionnaire have integrated the gender aspect in teacher education, whereas ten universities stated that they have not introduced the gender aspect in teacher education. An exception in this context is Belgium. We received one email sent by a teacher from a Belgian university noting that the gender aspect is not integrated in her working field. The lack of responses from Belgium is possibly related to a low integration level regarding the gender aspect in teacher education. The same situation might be supposed for the ENTEP countries which have not returned any questionnaire. This assumption needs to be deepened and verified. A further interpretation of the lack of participation might be the lack of awareness of the presence of the gender aspect at the universities. The installation of Gender Studies courses might be either not known or Gender Studies is probably not considered as integrated gender aspect.

Before starting the presentation and the discussion of the findings it is necessary to clarify that one university has not integrated the gender aspect in teacher education because this study course is not offered within the institution. Therefore the sections concerning teacher education refer to 39 universities. The same applies to section 5.2 concerning the integration of the gender aspect in other curricula: as one university is an institute for teacher education only and could therefore not have integrated the gender aspect in other curricula, the basic starting point in section 5.2 is 39 universities too.

5.1. Gender in curricula for teacher education

The first part of the questionnaire focuses on the integration of the gender aspect in teacher education. The essential information in this section is whether the university has integrated the gender aspect or not. In case of a *no* the questionnaire asked for reasons why the gender aspect is not yet introduced (→ 5.1.1) and for helpful measures to ensure the integration (→ 5.1.2). Section 5.1.3 provides detailed information on *how* the gender aspect is integrated.

Referring to the table 1 which depicts the distribution of the returned questionnaires in detail, table 2 shows briefly how many universities have integrated the gender aspect in teacher education.

Table 2 : Integrated gender aspect in teacher education

| | Frequency | Percent |
|---------|-----------|---------|
| Valid 1 | 28 | 70,0 |
| 2 | 12 | 30,0 |
| Total | 40 | 100,0 |

1= yes

2= no

28 universities out of 39 declared that they have integrated the gender aspect in teacher education. Twelve universities indicated that there is no gender dimension in their curricula for teacher education.

Table 3 contents the reasons given by the universities as to why the gender aspect has not been integrated into curricula. Depending on the stated reasons, one can observe certain tendencies as to how the integration of the gender aspect is discussed within the university structure.

5.1.1. Reasons for the non-integration of the gender aspect in teacher education

Table 3: Reasons why the gender aspect is not integrated into teacher education

| | Number of occurrences | Countries |
|--|-----------------------|-----------|
| University specific reasons: | 8 | |
| ACTOR LEVEL: | 3 | |
| no interest | | Germany |
| no responsibilities | | Germany |
| STRUCTURAL LEVEL: | 1 | |
| no initiation before process of modularisation into BA/MA | | Germany |
| GENDER AS SUBJECT: | 4 | |
| gender aspect in not accepted as a quality feature | | Germany |
| not important enough to investigate resources | | Germany |
| processes are gender neutral | | Germany |
| gender studies only in certain modules, not as mandatory subject | | Germany |
| Reasons outside the university structure: | 4 | |
| POLITICAL/LEGAL FRAME: | 3 | |
| lack of incentives | | Germany |
| lack of legal regulations | | Germany |
| possible political reasons | | Germany |
| CULTURAL FRAME: | 1 | |

| | | | |
|--|---|--|----------|
| | no cultural and social tradition to integrate gender into curricula | | Slovakia |
|--|---|--|----------|

The reasons identified above are divided into two groups: university specific reasons and external reasons. The *university specific reasons* are considered as causes which are directly related to the university either to the actors within the university (actor level), the university structure (structural level) or to gender as subject itself. Both the actor level and particularly gender as subject are much more accentuated than the structural level.

The *reasons outside the university structure* refer to external reasons constructed as a political/legal frame and a cultural frame. Obviously political and legal reasons are within this category the main obstruction to the integration of the gender aspect in teacher education. One university considers the cultural and social context as the reason why the gender aspect is not integrated in teacher education.

To sum up, those universities that have not integrated the gender aspect in teacher education principally identify reasons for the disregard of the gender factors *within* the university structure.

No university mentions no or insufficient funding as reason for the absence of the gender aspect in teacher education. It could thus be assumed that the financial situation of a university is not necessarily a crucial variable when the integration of the gender aspect comes on the top of the university agenda. Other factors seem to be more significant as determining factors promoting the process of integration. Thus these reasons could be taken as basic reason and challenge to create measures and incentives to further the integration of the gender aspect in teacher education. However in the context of the qualitative findings 'money' becomes a subject by closer enquiry (→ 6.2.4).

In addition to the reasons mentioned above, the next section illustrates the measures which could encourage the integration of the gender aspect into teacher education. The section 5.1.2 points out the suggestions given by the universities.



5.1.2. Helpful measures to ensure a future integration of the gender aspect in teacher education

Appropriate measures represent a basic starting point for concrete actions aiming at a gendered¹⁸ curriculum in teacher education. Table 4 illustrates the proposals which might be helpful to ensure the integration. The proposed measures are divided into the three groups:

- University specific measures
- Measures between the university and the state
- Measures outside the university structure

Table 4 : Measures ensuring the integration of the gender aspect into teacher education

| | Number of occurrences | Countries |
|---|-----------------------|----------------------|
| University specific measures: | 15 | |
| Information campaign & teaching staff preparation: - providing teaching material on gender subjects - concrete projects | 6 | D, Finland, Slovakia |
| development of an evaluation tool | 1 | Germany |
| integrating Gender studies in teaching and research profiles | 1 | Germany |
| framework of equal opportunity adopted by the university | 1 | Germany |
| implementation as a transversal dimension | 1 | Luxembourg |
| top-down pressure | 2 | Germany |
| support from university management | 1 | Germany |
| additional resources related with cutbacks if gender is not integrated | 1 | Germany |
| gender courses open for all students | 1 | Slovakia |
| Measures between the university and the state: | 1 | |
| agreement of objectives between university & state | | Germany |
| Measures outside the university structure: | 1 | |
| state level guides | | Finland |

The suggested measures primarily stress *university specific* actions with a special emphasis on information campaigns and teaching staff preparation in order to raise the awareness on gender issues. Anchoring the gender aspect as an evaluation

¹⁸ In this report the term 'gendered' means that the gender aspect is integrated in the curricula in teacher education and also in other university curricula.

criterion can be identified as the systematical integration¹⁹. On the one hand, integrating the gender aspect systematically raises the sustainability of the gender dimension and the significance of gender issues within the university structure. On the other hand systematic integration detaches the integration process from person orientated efforts and becomes a structural element. Moreover the development of an evaluation tool could be an efficient supporting method for the monitoring or controlling of the implementation²⁰ process, in teacher education and other university curricula.

The suggestion to offer gender courses open for all students could be helpful to integrate the gender aspect as a transversal dimension. Open gender courses for all students provide the opportunity to deal with gender issues independently of their study courses. At the same time interdisciplinary gender courses could act as a multiplier and stimulate the awareness of gender issues in other disciplines as well. This kind of offer could be realised as a gender module which might be chosen as an optional subject.

The *measures between the university and the state* refer to a closer cooperation between the state and university in elaborating the goals and outcomes expected by the university and the state. 'State level guides' are mentioned as *measures outside the university structure*. They can be identified as a favoured political top-down measure.

According to the conclusions in section 5.1.1 most of the universities focus their attention on university specific grounds when it comes to identifying reasons why the gender aspect is not integrated into teacher education and to suggesting measures which could be supportive of the integration process.

The measures a university applies or needs for the implementation of the gender aspect depend on how the institution will integrate the gender aspect in their teacher education curricula. Section 5.1.3 illustrates how the gender aspect has been anchored by the universities.

¹⁹ Systematic integration means providing a fix place in the structure of the university so that the implementation of the gender aspect depends not entirely on personal efforts.

²⁰ The term 'implementation' is used in this report as synonym for 'integration'.

5.1.3. Horizontal integration of the gender aspect into teacher education

28 out of 39 universities replied that they integrated the gender aspect in teacher education. As second step to the quantitative distribution this section shows *how* the universities have integrated the gender aspect in their curricula for teacher education.

Table 5: Gender aspect in the mission statement of the university

| | Frequency | Percent |
|---------|-----------|---------|
| Valid 0 | 26 | 65,0 |
| 1 | 14 | 35,0 |
| Total | 40 | 100,0 |

0=no
1= yes

14 out of the 28 universities have integrated the gender aspect into the mission statement of the university. This means that half of them decided to integrate the gender aspect systematically into the university structure. This step can be interpreted in two different ways: first, as an effort towards a sustainable integration within the university and implicit also in teacher education. The mission statement symbolises the top-down strategy of the university management to respect the gender aspect in their further plans and actions. And second the mission statement could be a place where the gender aspect is integrated but left as an alibi and where no practical actions or consequences will follow.

Furthermore one should question how the integration of the gender aspect into the mission statement influences its integration process in teacher education. Taking into account that 28 universities have integrated the gender aspect in teacher education and half of them provide a place in the mission statement, it seems to be no precondition that the mission statement favours the implementation in teacher education and presumably also in other university curricula. This presumption is strengthened by comparing table 4 which illustrates that only two universities have identified the top-down pressure as helpful measure for the implementation process. Hence the integration into the mission statement as a structural integration is no criterion for a successful integration.



In contrast to the systematic integration, tables 6 and 7 deal with the integration of the gender aspect in the various disciplines in teacher education. This form of integration can be defined as *horizontal integration*²¹.

Table 6: Horizontal integration of the gender aspect in the disciplines

| | Gender in all disciplines | Gender in 75% disciplines | Gender in 50% disciplines | Gender in 25% disciplines |
|-------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| Number of universities | 6 | 1 | 3 | 6 |

The horizontal integration is a first criterion to show how the gender aspect is practically implemented in the different disciplines in teacher education. Table 7 reveals that six universities out of 28 have integrated the gender aspect in **all** disciplines and another six in **25%** of the disciplines taught in teacher education. One university offers a gendered perspective in 75% of the disciplines and three universities in 50% of the disciplines.

Even though the sample of the respondents is quite low, the distribution shows that the universities have integrated the gender aspect either in all disciplines or in 25% of the disciplines whereas the spreading in 75% and 50% of the disciplines is more than moderate. Analysing this result leads to the question why the gender aspect is dramatically underrepresented in the middle fields in comparison to the first (all disciplines) and the last category (25% disciplines). One explanation regarding the latter category might refer to the current situation or tendency that suggest that dealing with gender issues in classrooms is still connected with the motivation, interest and gender-knowledge of few teachers. In connection with the integration of the gender aspect in all disciplines, it would be advisable to examine how the gender aspect is implemented qualitatively. This reflection could also be taken up in section 5.2.3. To sum up, one can record that the horizontal integration in teacher education is rather low.

The disciplines offered in teacher education are either compulsory or optional. In this context compulsory disciplines mean that the students are obliged to participate in these courses during their studies. Optional disciplines on the other

²¹ Horizontal integration means the inter-disciplinary integration of the gender aspect.

hand can be chosen depending on student's interest. The intention of this question was to find out whether universities consider the student's examination of gender issues as useful or less useful during for their studies. One might wonder whether the integration of the gender aspect in compulsory or optional disciplines really demonstrates a certain priority given to the gender aspect. Table 7 indicates how many universities integrated the gender aspect in both described disciplines.

Table 7: Gender aspect in compulsory and optional disciplines

| Gender aspect in compulsory disciplines | | | |
|--|-------|-----------|---------|
| | | Frequency | Percent |
| Valid | 0 | 29 | 72,5 |
| | 1 | 11 | 27,5 |
| | Total | 40 | 100,0 |
| Gender aspect in optional disciplines | | | |
| Valid | 0 | 27 | 67,5 |
| | 1 | 13 | 32,5 |
| | Total | 40 | 100,0 |

0=no
1=yes



As the repartition in table 7 shows, eleven universities integrated the gender aspect in compulsory disciplines and 13 universities offer a gendered perspective in optional disciplines. The repartition for both groups of disciplines is nearly equal, which explains that no priority is explicitly given to integrate the gender aspect in compulsory or optional disciplines. A general aim in this context could be the augmentation of the gender aspect in all disciplines.

The question on how the gender aspect is integrated in teacher education provided the opportunity to give more than one occurrence, and some universities did. Therefore table 8 portrays the interrelation of the different occurrences given by the universities and tries to analyse possible coherences between the responses. The intention of this depiction is to explore whether the systematic integration influences the practical integration in the disciplines.

Table 8: Multiple answers on the integration of the gender aspect in teacher education

| Country | How is the gender aspect integrated? | | |
|-------------|--------------------------------------|---------------|---------------------------------|
| | Mission statement | % Disciplines | Compulsory/Optional disciplines |
| Germany | yes | all | compulsory |
| Germany | yes | all | compulsory & optional |
| Germany | yes | all | examination regulations |
| Malta | yes | all | - |
| Switzerland | yes | 75 | compulsory & optional |
| Austria | yes | 50 | - |
| Germany | yes | 25 | optional |
| Germany | yes | 25 | optional |
| Austria | yes | - | compulsory & optional |
| Sweden | yes | - | compulsory & optional |
| Germany | yes | - | optional |
| Finland | no | all | compulsory |
| Luxembourg | no | 25 | compulsory |
| Slovenia | no | 25 | compulsory |
| Germany | no | 25 | optional |

Examining the depicted data in table 8 it can be asserted that no noticeable interrelation exists between the different forms of integration indicated by the universities. According to the assumption and conclusion in section 5.1.3, the integration of the gender aspect in the mission statement shows no remarkable influence on the integration in the disciplines either compulsory or optional. The same applies to the relation between the percentages of integrated disciplines and their compulsory or optional character. In this regard, further research is necessary to explore the correlation between the systematical and practical implementation of the gender aspect in more detail.

A further qualitative criterion on how the gender aspect is integrated indicates the ECTS credit points awarded for gender courses. The abbreviation ECTS refers to the European Credits Transfer and Accumulation System, an international assessment system for learning outcomes. Section 5.1.4 explores the status of the ECTS in the universities and analyses the award of credit points for teacher education as study course and for gender courses offered in teacher education.

5.1.4. Correlation between the European Credit Transfer and Accumulation System (ECTS) and the gender aspect in teacher education

The European Credit Transfer System (ECTS) is a “student-centred system based on the student-workload required to compare the learning outcomes and competences acquired” by the students²². The introduction of the ECTS is one of the six goals of the Bologna process to adjust academic degrees and quality standards across Europe and countries all over the world. Table 9 illustrates how many universities have already introduced the ECTS in teacher education.

Table 9: ECTS introduced in teacher education

| | | Frequency | Percent |
|-------|-------|-----------|---------|
| Valid | 1 | 11 | 27,5 |
| | 2 | 19 | 47,5 |
| | 99 | 10 | 25,0 |
| | Total | 40 | 100,0 |

1=yes

2=no

99=no answer

As depicted in table 9 eleven universities out of the 39 have already introduced the ECTS in teacher education. In contrast, 19 universities have not established the ECTS and ten universities provide no information on this question. Table 10 illustrates *how many* credits the different universities awarded for teacher education.

Table 10: Awarded credit points for teacher education

²² European Commission, internet:

http://europa.eu.int/comm/education/programmes/socrates/ects/index_en.html#2, 21.09.05

| | | Number of universities | Countries |
|--|-------|-------------------------------|-----------------------------|
| | 180 | 2 | Ireland, Austria |
| | 240 | 4 | D, Ireland, Malta, Slovenia |
| | 300 | 2 | Finland |
| | >300* | 2 | Sweden, Switzerland |

* awarded credit points in Sweden 330 and in Switzerland 380

As one can get from the table the lowest amount of credit points for teacher education is 180 in contrast to three universities which award 300 credit points and more. Four universities range in the middle field with 240 credit points. In other words the distribution of credit points for the study course teacher education varies by a maximum of 200 credit points between the participating countries. This difference indicates the weight the different countries contribute to teacher education.

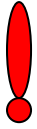
In order to get an overview of the status of gender courses offered in teacher education table 11 illustrates how many credits the universities award for gender seminars.

Table 11: Awarded credit points for gender courses

| | | Number of universities | Countries |
|--|---|-------------------------------|---|
| | <5 | 4 | Germany, Malta ²³ , Finland, Switzerland |
| | 5-15 | 5 | Ireland, Finland, Germany |
| | >15 | 2 | Finland |
| | gender as part of the courses cannot be quantified in credits | 4 | Malta, Ireland, Slovenia Sweden |

Concerning the credit points for gender courses in teacher education, four universities responded that the courses are awarded with less than five credit points compared with two universities which stated that their gender courses are awarded with more than 15 credits. The middle field ranges between five and 15 credits for a number of five universities. Four universities replied that they offer no special gender courses but gender is part of the courses and can therefore not be quantified in credit points.

²³ Malta indicated to have special gender courses and courses with an integrated gender dimension.



Likewise, the gap between awarded credit points for teacher education and awarded credits for gender courses also differ noticeably. Comparing the awarded credit points for teacher education in relation to the awarded credits for gender courses, depicted in table 13, one can determine a deep gap which varies between **2,2% and 3,9%** of the awarded credits. Proceeding from the score of awarded credit points one could assume that those universities which offer gender courses worth less than five credits pay little attention to gender issues whereas universities which award more than 15 credits for gender courses point out the importance of gender issues within teacher education. This assumption can only be proved in relation to the awarded credit points for other courses compared with the total amount of credits for teacher education. It was not possible to intensify this analysis within this frame of research.

The status of implementation of the gender aspect within the university becomes clearer by investigating whether the gender aspect is integrated in other university curricula and by analysing how the gender aspect is implemented in other curricula. The findings resulting from this data collection are presented in section 5.2.

5.2. Gender in other university curricula

Analysing the integration of the gender aspect in other university curricula means examining the status of the gender aspect beyond the study course teacher education. Is the implementation of the gender aspect an issue within other university curricula? The answer to this question is illustrated in the tables below. Table 12 shows *how many* universities have integrated the gender aspect in other curricula.

Table 12: Integrated gender aspect in other university curricula

| | | Frequency | Percent |
|-------|-------|-----------|---------|
| Valid | 1 | 28 | 72,5 |
| | 2 | 9 | 22,5 |
| | 99 | 3 | 7,5 |
| | Total | 40 | 100,0 |

1=yes

2=no

99=no answer

Table 12 reveals that 28 universities out the 39 that participated in the study integrated the gender aspect in other curricula, whereas nine universities stated that other study courses lack the gender aspect. Although the number of universities which gave an affirmative answer corresponds to the data in teacher education, not every university that has integrated the gender aspect in teacher education realised the integration in other curricula and vice versa.²⁴

The way the universities have implemented the gender aspect in other university curricula is pointed out in section 5.2.3. Before presenting these findings the next sections illustrate the reasons for the non-integration of the gender aspect (5.2.1) as well as the measures (→ 5.2.2) favouring a future integration process in other university curricula.

5.2.1. Reasons for the non-integration of the gender aspect in other university curricula

Table 13: Reasons why the gender aspect is not integrated in other university curricula

| | Number of universities | Countries |
|--|------------------------|-----------|
| University specific reasons: | 5 | |
| ACTOR LEVEL: | 3 | |
| no interest | | Germany |
| no female scientists willing to campaign | | Germany |
| STRUCTURAL LEVEL: | 1 | |
| process of modularisation into BA/MA | | Germany |
| GENDER AS SUBJECT: | 1 | |
| processes are gender neutral | | Germany |
| Reasons outside the university structure: | 4 | |
| POLITICAL/LEGAL FRAME: | 3 | |
| political reasons | | Germany |
| lack of incentives | | Germany |

²⁴ Two universities out 28 which have integrated the gender aspect in teacher education have no gender aspect in other university curricula. Six universities out of twelve have integrated no gender aspect at all neither in teacher education nor in other university curricula and five universities which have no gender aspect in teacher education realised the integration the in other university curricula.

| | | | |
|------------------------|---|---|----------|
| | legal regulations | | Germany |
| CULTURAL FRAME: | | 1 | |
| | no cultural and social tradition of integrating gender into curricula | | Slovakia |

Referring to table 4 the identified reasons for the non-integration of the gender aspect in other university curricula are nearly identical to those identified for teacher education. Most of the mentioned reasons accentuate also in this context the university specific reasons and possible political and legal reasons. On actor level, the lack of supporting female scientists is additionally mentioned here. This occurrence points out that the support by female actors is considered as an important aspect to advance the integration process in other university curricula.

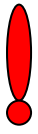
It is noticeable that the stated reasons – university specific reasons as well as reasons outside the university structure – that might explain the non-integration of the gender aspect in other university curricula are not primarily ascribed to financial motives.

The measures the universities suggested to advance the integration of the gender aspect in other university curricula are depicted in table 14.

5.2.2. Measures to ensure a future integration of the gender aspect in other university curricula

Table 14: Measures ensuring the integration of the gender aspect into other university curricula

| | Number of universities | Countries |
|--|------------------------|---------------------------|
| University specific measures: | 9 | |
| ACTOR LEVEL: | 5 | |
| Information campaign & teaching staff preparation: - gender conferences - compulsory education for teachers in gender - compulsory gender literature in all courses | | Germany, Slovakia, Sweden |
| STRUCTURAL LEVEL: | 3 | |
| specific courses in gender and education worth at least 7,5 credit points | | Sweden |
| additional resources together with cuts if gender is not integrated | | Germany |
| special gender courses open to all students | | Slovakia |
| GENDER AS SUBJECT: | 1 | |
| more research | | Slovenia |
| Measures between the university and the state: | 2 | |
| gender projects at university funded by the state | | Germany |
| agreement of objectives between university & ministry | | Germany |
| Measures outside the university structure: | 1 | |
| EU initiatives | | Slovenia |



The category “*university specific measures*” primarily covers measures concerning actions aiming to inform and prepare the teaching staff. These findings correspond to the suggestions in table 4 in teacher education and show that the teacher’s role regarding information and gender competence is essential for the integration efforts.

Compared with the findings on the information (→ 5.2.5.1) and the preparation of the teaching staff (→ 5.2.5.2), the results show that most of the universities which *have integrated* the gender aspect have indeed informed their teaching staff on these steps but most of them did not provide any preparation in this context. This suggests that the measures characterised as helpful to ensure the integration of the gender aspect are not necessarily applied by those universities which have integrated the gender aspect. The different status of implementation is linked to a different point of view of what could be supportive for the advancement of the integration process. The findings on the information and the preparation of the teaching staff are examined more closely in section 5.2.5.

The measures on a structural level provide suggestions on how the gender aspect could be caused to increase in perceived value. Especially the courses in gender & education awarded with at least 7,5 credit points and the additional resources bound to sanctions if the gender aspect is not integrated set an important mark on how the university management or the faculties could value and support the integration of the gender aspect in the curricula.

The category “*measures between the university and the state*” underlines the necessity for cooperation between both institutions even though only two universities find this cooperation useful for the integration of the gender aspect. The support *outside the university structure* focuses on EU initiatives. In contrast to the ‘state level guides’ in teacher education, EU initiatives are considered as helpful for the implementation process within other university curricula. The international background is probably seen as more powerful and therefore more effective in the implementation of the gender aspect in a broader context.

The suggested measures provided an insight on what the universities that have not integrated the gender aspect consider as helpful for the integration process. Section 5.2.3 will show how the universities have introduced the gender aspect in other curricula.

5.2.3. Horizontal integration of the gender aspect in other university curricula

Table 15 sketches the presence of the gender aspect in the disciplines in other university curricula.

Table 15: Horizontal integration of the gender aspect in other university disciplines

| | Frequency | Percent |
|----------------------------------|-----------|---------|
| Gender in all disciplines | | |
| Valid 0 | 33 | 82,5 |
| 1 | 3 | 7,5 |
| 99 | 4 | 10,0 |
| Total | 40 | 100,0 |
| Gender in 75% disciplines | | |
| Valid 0 | 36 | 90,0 |
| 99 | 4 | 10,0 |
| Total | 40 | 100,0 |
| Gender in 50% disciplines | | |
| Valid 0 | 34 | 85,0 |
| 1 | 2 | 5,0 |
| 99 | 4 | 10,0 |
| Total | 40 | 100,0 |
| Gender in 25% disciplines | | |
| Valid 0 | 32 | 80,0 |
| 1 | 4 | 10,0 |
| 99 | 4 | 10,0 |
| Total | 40 | 100,0 |

0=no
1=yes
99= no answer

Analysing the data in table 15 one can assert that the horizontal integration is very low. Three universities stated that they integrated the gender aspect in all disciplines across other curricula and four universities have integrated the gender aspect in 25% of the disciplines. Two universities have a gender aspect in 50% of the disciplines and none in 75% of the disciplines. In comparison with the presence of the gender aspect in teacher education the distribution in other university study courses shows the same dynamic. The gender aspect is introduced in most cases in all disciplines or in 25% of the disciplines whereas the middle field stays nearly “empty”. In contrast to the horizontal integration in teacher education (→ table 6) the horizontal integration within the other university study courses is much poorer. Table 16 indicates how many universities have integrated the gender aspect in several disciplines which means in less than 25% of the offered disciplines.



Table 16: Gender aspect in several disciplines

| | Frequency | Percent |
|---------|-----------|---------|
| Valid 0 | 21 | 52,5 |
| 1 | 15 | 37,5 |
| 99 | 4 | 10,0 |
| Total | 40 | 100,0 |

0=no

1=yes

99=no answer

As table 16 illustrates, 15 universities out of 28 have introduced the gender aspect in several disciplines. Table 17 shows the disciplines with an integrated gender aspect in order to illustrate a ranking of the gendered disciplines.

Table 17: Disciplines with gender aspect

| | Number of occurrences | Countries |
|--|-----------------------|--------------------------|
| social sciences | 8 | Austria, D, L, Si |
| education and didactics | 5 | D, Ireland, Slovenia |
| psychology | 4 | D, Ireland, Slovenia, Sk |
| technical disciplines | 4 | Austria, Germany |
| philosophy | 2 | Germany |
| humanities | 2 | Austria, Ireland |
| comparative literature | 1 | Germany |
| musicology | 1 | Germany |
| international relations | 1 | Finland |
| social work | 1 | Finland |
| tourism | 1 | Finland |
| art & design | 1 | Finland |
| media | 1 | Finland |
| law | 1 | Finland |
| english studies | 1 | Luxembourg |
| theology | 1 | Germany |
| ethnology (cultural anthropology) | 1 | Slovakia |
| sciences: mathematics, biology, medicine | 1 | Austria |
| information technology | 1 | Germany |
| political sciences | 1 | Finland |

Taking out of table 17 the most popular disciplines in which the gender aspect is integrated are the social sciences and education and didactics. Psychology and technical disciplines rank second. One could say that the first three disciplines are rather traditional gender disciplines²⁵ whereas the higher ranking of technical

²⁵ Gender traditional disciplines are predominantly social and human sciences.

disciplines could be related to the efforts to increase the participation of women in technical sciences.

It is noticeable that the gender aspect is represented only once in law and political sciences and in never in economics. Revealing the gender biases in these disciplines is highly important in order to recognize that women and men have different positions within their legal, political and economical context and are influenced in different ways by legal, political or economical measures.²⁶ Despite the fact that the law is does not “respect” persons, it is important to question how legal regulations affect the lives of women and men differently. Tools such as impact assessment for legislations are developed to analyse the effect of legal regulations in practice with the aim to improve legal regulations. These instruments could also be adopted in disciplines like political science, economics and others.

Table 18 shows how many universities offer courses with a gender aspect. Like the gender aspect in several disciplines, the integration of the gender aspect in several courses is dependent on the interest and knowledge of single teachers. In contrast to the gender aspect in several disciplines, courses are not necessarily offered regularly so that gender issues in a certain disciplinary context may have no continuity.

²⁶ Legal and political reasons were the main grounds outside the university structure why the gender aspect has not integrated yet in teacher education and in other university study courses (→ tables 4 and 15).

Table 18: Gender aspect in several courses

| | | Frequency | Percent |
|-------|-------|-----------|---------|
| Valid | 0 | 28 | 70,0 |
| | 1 | 8 | 20,0 |
| | 99 | 4 | 10,0 |
| | Total | 40 | 100,0 |

0=no

1=yes

99=no answer

Table 19 provides the list of the disciplines where courses with a gender dimension are offered.

Table 19: Courses with gender aspect by discipline

| | Number of occurrences | Countries |
|-----------------------|-----------------------|---------------------------|
| theology | 4 | Germany, Finland, Ireland |
| sociology | 2 | Germany, Ireland |
| art | 2 | Germany, Finland |
| literature | 2 | Germany, Finland |
| psychology | 1 | Ireland |
| musicology | 1 | Germany |
| cultural anthropology | 1 | Finland |
| nursing science | 1 | Finland |
| philosophy | 1 | Luxembourg |
| history | 1 | Luxembourg |
| social sciences | 1 | Finland |

Theology received the highest score as a discipline in which the teachers are dealing with a gendered perspective or with gender issues. Sociology, art and literature share the second rank and represent, except for the sociology, in comparison with the disciplines in the table 17, disciplines that are not traditionally concerned with gender.

Finally one can conclude that the horizontal integration of the gender aspect in the other university curricula is poor. In most of the universities the gender aspect is not implemented as a transversal dimension but rather as a punctual integration in different disciplines or courses.

In addition to the horizontal integration the gender aspect could be also implemented as a *vertical dimension*. Vertical in opposite to horizontal integration means establishing the gender aspect as a BA or MA study course and as well as

a major or minor subject in the Master of Arts²⁷ Degree. Thus the gender aspect is not necessarily carried into other disciplines but organised as an independent and inter-disciplinary platform of gender knowledge.

Table 20 shows how many universities have integrated the gender aspect in this manner.

Table 20: Vertical integration of the gender aspect

| | Frequency | Percent |
|----------------------------------|-----------|---------|
| Gender as BA study course | | |
| Valid 0 | 35 | 87,5 |
| 1 | 1 | 2,5 |
| 99 | 4 | 10,0 |
| Total | 40 | 100,0 |
| Gender as MA study course | | |
| Valid 0 | 33 | 82,5 |
| 1 | 3 | 7,5 |
| 99 | 4 | 10,0 |
| Total | 40 | 100,0 |
| Gender as major subject | | |
| Valid 0 | 33 | 82,5 |
| 1 | 3 | 7,5 |
| 99 | 4 | 10,0 |
| Total | 40 | 100,0 |
| Gender as minor subject | | |
| Valid 0 | 27 | 67,5 |
| 1 | 9 | 22,5 |
| 99 | 4 | 10,0 |
| Total | 40 | 100,0 |

0=no

1=yes

99=no answer

As table 20 illustrates, only one university out of 28 established the gender aspect as a BA study course and three universities offer a MA study course. The gender aspect can be chosen as major subject in three universities and as minor subject in nine universities. In this context it would be revealing to get to know what combinations the universities offer as second subject and what subject the students choose together with the gender aspect. Indeed, this would illuminate the

²⁷ One can assume that the established gender aspect as BA or MA study course is offered as Gender studies. This might be equal for the major and minor subject with the degree Master of Arts (M.A.)

kind of opportunities to combine gender studies with a different subject the universities provide.

Table 20 suggests that the vertical integration of the gender aspect is mostly rare at universities. The reasons for this low status quo could possibly be ascribed to the lack of financial and human resources which form the basic ground on which to build up a vertical integration of the gender aspect. Further research is necessary in order to approve this assumption.

Analysing how the gender aspect is integrated whether in other university curricula or in teacher education entails the question as to what conditions had to be given to integrate the gender aspect. The term 'conditions' refers to the university specific framework that was necessary to activate or put forward the integration of the gender aspect. The findings on this specific framework are introduced in the next section.

5.2.4. University specific conditions for the integration of the gender aspect in teacher education

The basic conditions for the integration represent the frame within which the process should take place. The university specific frame is composed of the initiating actors, the underlying preconditions for the integration process, the resistances the participants had to face, the internal and external supporting actors and of course the provided resources for the implementation. The next section deals with the actors who initiated the first steps towards the implementation of the gender aspect.

5.2.4.1. Initiation

Table 21 illustrates what actors within and outside the university participated in the initiation of the integration of the gender aspect in teacher education.

Table 21: Initiating actors

| | Frequency | Percent |
|--|-----------|---------|
| UNIVERSITY TOP-DOWN | | |
| President of the university | | |
| Valid | 0 | 32 |
| | 1 | 6 |
| | 99 | 2 |
| Total | 40 | 100,0 |
| Dean of the department of education | | |
| Valid | 0 | 31 |
| | 1 | 7 |
| | 99 | 2 |
| Total | 40 | 100,0 |
| Equal opportunity commissioner | | |
| Valid | 0 | 29 |
| | 1 | 9 |
| | 99 | 2 |
| Total | 40 | 100,0 |
| UNIVERSITY BOTTUM-UP | | |
| Teachers | | |
| Valid | 0 | 25 |
| | 1 | 13 |
| | 99 | 2 |
| Total | 40 | 100,0 |
| Students | | |
| Valid | 0 | 34 |
| | 1 | 4 |
| | 99 | 2 |
| Total | 40 | 100,0 |
| POLITICAL TOP-DOWN | | |
| Ministries | | |
| Valid | 0 | 24 |
| | 1 | 14 |
| | 99 | 2 |
| Total | 40 | 100,0 |

0=no

1=yes

99=no answer

Examining the findings depicted in table 21, one can sum up that the *university top-down* is the main initiating force regarding the integration of the gender aspect. 22 occurrences identified the university management with the gender representative as a central figure who gave the 'kick-off' for the integration process. The *university bottom-up*, including teachers and students on second rank, counts 17 occurrences which is a rather high score in comparison with the

university top-down. That suggests that the bottom-up force also has a strong influence on the integration processes. The initiating actor outside the university refers to the ministries which are representative for the *political top-down*. 14 universities out of 28 stated that the ministries played a role as initiating actors. Compared with the university top-down and bottom-up strategies, the ministries have a visible presence as initiators.

The responses concerning the initiating actors pointed out that the integration was activated by several actors within the university but also in cooperation with partners outside the university. Table 22 illustrates in more detail which actors interacted within and outside the university.

Table 22: Cooperation between the initiating actors

| | Initiating actors | Country |
|--|--|----------------|
| <i>Actors within the university:</i> | | |
| | director, equal opportunity commissioner | Germany |
| | director, equal opportunity commissioner | Germany |
| | director, dean, teacher | Germany |
| | director, equal opportunity commissioner, professors of the field Gender Studies | Switzerland |
| | equal opportunity commissioner, teachers | Germany |
| | equal opportunity commissioner, teachers | Germany |
| <i>Actors within and outside the university:</i> | | |
| | director, equal opportunity commissioner, dean, teachers, students, ministry | Germany |
| | director, students, ministry, research institutions | Switzerland |
| | teachers, ministry, centre for teacher education | Germany |
| | equal opportunity commissioner, dean, teachers, ministry | Luxembourg |
| | ministry, board of education, research & graduate studies | Sweden |
| | teachers, students, ministry | Austria |
| | equal opportunity commissioner, ministry | Germany |
| <i>Actors outside the university:</i> | | |
| | ministry | Germany |
| | ministry | Germany |
| | ministry | UK |

| | | |
|--|----------|---------|
| | ministry | Germany |
| | ministry | Austria |
| | ministry | Germany |
| | ministry | Germany |

13 universities reported that the integration process was initiated by more than one person. At six universities, the involved actors are members of the university staff only, whereas seven universities cooperated with a ministry and/or with an external institution. It is indeed a remarkable finding that the ministry was the initiating motor at seven universities. This suggests that the political top-down strategy gave the signal for the implementation of the gender aspect.

5.2.4.2. Institutional considerations

The institutional considerations of the universities refer to the reasons why they considered the integration of the gender aspect into teacher education as important. The motivations reveal a certain tendency of expected outcome and benefit once the gender aspect is integrated. They show in addition a positioning of the university regarding the integration of the gender aspect and its role in teacher education.

Table 23: Institutional considerations

| | | Number of occurrences | Countries |
|----------------------------------|---|-----------------------|-----------|
| ACTOR LEVEL: | | 11 | |
| <i>Teaching quality</i> | | 4 | |
| | freedom & possibility of teachers to introduce & realise new courses | | Slovakia |
| | teaching capacity | | Germany |
| | preparation for the teacher profession | | Germany |
| | knowledge about gender differences & their implication are of great importance for teachers & their professional competence | | Germany |
| <i>Empowerment of women</i> | | 4 | |
| | main focus of university on engineering disciplines, opportunities for women have to be realised | | Germany |
| | advancement of women | | Germany |
| | improvement of the situation of women | | Germany |
| | lack of women within the study programmes in engineering education | | Germany |
| <i>Promoting gender equality</i> | | 3 | |
| | equality awareness | | Ireland |

| | | | |
|---------------------------|--|-----------|------------------|
| | considering justice and equality | | Ireland |
| | equity | | UK |
| STRUCTURAL LEVEL: | | 16 | |
| | gender as quality benchmark | | Luxembourg |
| | growing diversity in the Germany society & in schools | | Germany |
| | gender equality & gender perspectives must be present in the education | | Sweden |
| | gender studies should be integrated in a decentralised, inter-disciplinary way i.e. no department Gender Studies | | Austria |
| | involving university in the development of the social community | | Luxembourg |
| | new gender/-ed culture within the university | | CH, Luxembourg |
| | institutionalisation of Gender Studies | | Germany |
| <i>Promoting equality</i> | | 6 | |
| | deletion of disadvantages/discriminations of women | | Germany |
| | implementation of Gender Mainstreaming | | Austria, Germany |
| | politics of equal opportunity | | Germany |
| | equal opportunity plan | | Finland |
| | inclusion | | UK |
| GENDER AS SUBJECT: | | 1 | |
| | new and necessary field | | Switzerland |

The distribution of the statements in table 23 shows that the motivations of the universities regarding the integration of the gender aspect refer primarily to the *structural level*. The promotion of gender equality is one accentuated consideration why the gender aspect has been introduced in teacher education. By analysing the response on a structural level, one can recognise an effort of the universities to adapt their structure to changing social structures, in other words, to the growing diversity in society and in schools. In addition, it seems that universities acknowledge the increased competition with other universities, for instance identifying gender as quality benchmark. By considering the motivations on a structural level, one could argue that the universities recognised gender as a category that needs a stable place within the university.

The occurrences referring to the *actor level* concern the teaching quality, the empowerment of women and the promotion of gender equality. Hence the motivation of these universities to integrate the gender aspect in teacher education is directly connected with the aim of improving the teaching quality and the gender relations within the university.

The category *gender as subject* plays an apparently insignificant role as an institutional consideration. Only one university mentioned the integration of the gender aspect as a 'new and necessary field' within the university.

The positive approach of the university is certainly one important premise allowing to integrate the gender aspect into teacher education. Other basic conditions of this framework are explored and presented in the section on preconditions (5.2.4.3.).

5.2.4.3. Preconditions

The background work of this section consisted in acquiring information on the underlying structures which were required for the university before starting the integration process. The provided data depicted in table 24 can be useful for the universities that are planning the integration. Being instructed about the framing preconditions could help to optimise the implementation of the gender aspect within the university.

Table 24: Preconditions regarding the integration of the gender aspect

| | Number of occurrences | Countries |
|---|------------------------------|--------------------|
| ACTOR LEVEL: | 9 | |
| cooperation between feminist teachers | | Finland |
| willingness of lecturers to offer gender courses regularly | | Germany |
| open-mindedness among the staff | | Ireland |
| personal interest or involvement of faculty teachers in gender aspects | | Slovenia, Slovakia |
| enthusiasts, teachers/researchers considering Gender Studies as important | | Austria |
| teachers who are willing to implement the gender aspect & who have the competences to do so | | Germany |
| positive approach of the rector | | Switzerland |
| interest of the students | | Slovakia |
| STRUCTURAL LEVEL: | 15 | |
| introduction of a new compulsory curricula for pedagogy for teacher education | | Germany |
| articles in examination regulations mentioning gender as general task | | Germany |
| definition of standards for competences for the professional competence of teachers | | Germany |
| cooperation with the Federal School Management | | Austria |
| cooperation with the head teachers of the colleges | | Austria |
| women in every department | | Germany |
| formulation of measures for the integration | | Germany |
| installation of equal opportunity commissioner | | Germany |
| network of women's representatives | | Germany |
| women's discussion forum | | Germany |

| | | | |
|----------------------------|---|----------|-------------|
| | programme for the advancement of women to promote women in all faculties | | Germany |
| | support from the faculties & the equal opportunity commissioner | | Germany |
| | support from the rector | | Switzerland |
| | installation of a post for equal opportunity commissioner | | Germany |
| | establishing a centre for gender and education studies to develop and integrate gender in the education of teachers | | Sweden |
| Gender as subject: | | 2 | |
| | research in Women Studies | | Finland |
| | implementation of Gender Studies in Engineering | | Germany |
| Political level: | | 3 | |
| | European framework | | Luxembourg |
| | national & European gender projects | | Luxembourg |
| | top down strategy based on political decision | | Luxembourg |
| Financial resources | | 2 | Germany |

Considering the statements of the universities one can observe that the structural level is more emphasised than the actor level. Even though the interest and cooperation of all involved actors has been identified as an important premise for the integration of the gender aspect, the structural frame has been paid a higher connotation. This outcome shows up that the university has to provide a certain frame before the gender aspect can be integrated in teacher education. One might suppose that the university specific preconditions vary not only between universities but also between countries. As each country has its own gender culture it is possible to assume that the initial conditions for the integration of the gender aspect also differ.

In comparison with the weight put on structural levels, “gender as subject”, just like the political level, plays an inferior role within the preconditioned frame. Even though the political top-down had a certain importance as initiating actor its relevance as basic condition is rather weak. The political conditions regarding the integration process are illustrated more closely in section 5.2.6.

As regards the financial resources, it is indeed an interesting finding that only two universities mentioned them as a premise to realise the integration of the gender aspect. In comparison with the finding in section 5.1.1, stating that the lack of financial means constitutes no reason why the gender aspect is not integrated in teacher education, one can conclude that a number of preconditions related to the structural and the actor level have more influence on the integration of the gender aspect than the lack of financial resources.

5.2.4.4. Resistances

Identifying and hence dealing with the source of barriers which may occur before or during the implementation process is an elementary part of the whole process. Knowing about resistances makes it possible to handle them or even to narrow them down.

Table 25: Resistances regarding the integration process

| | Frequency | Percent |
|---------|-----------|---------|
| Valid 0 | 9 | 22,5 |
| 1 | 12 | 30,0 |
| 2 | 14 | 35,0 |
| 99 | 5 | 12,5 |
| Total | 40 | 100,0 |

0=not concerned

1=yes

2=no

99=no answer

Twelve universities stated that they had to deal with resistances before or during the integration process. In contrast, 14 universities responded that they faced no resistances before or during the implementation of the gender aspect. Table 26 describes the kind of resistances encountered during the integration process.

Table 26: Forms of resistances

| | Number of occurrences | Countries |
|---|-----------------------|------------|
| Actor level: | 4 | |
| teachers | | Finland |
| objections to any further compulsory courses on the side of the lecturers | | Germany |
| no use of male and female forms in German language | | Germany |
| no pointed opposition but hidden resistance like no or delayed reactions and contributions, work superficial done | | Austria |
| Structural level: | 6 | |
| argues that there are no disadvantages | | Germany |
| innovative forces are considered as disturbing traditional and well known features | | Luxembourg |
| too many cross-sectional subjects who want to be installed in curricula | | Germany |
| women were not invited to a job interview even though their qualification were equivalent or better | | Germany |
| uncertainties concerning practical implementation and design of the courses | | Germany |
| constant resistance to the integration of a gender perspective: gender equality has already been | | Sweden |

| | | | |
|---------------------------|---|----------|------------|
| | established and therefore the need is to be considered as unnecessary | | |
| Gender as subject: | | 3 | |
| | not an established science | | Germany |
| | necessity of the topic was not evident for teachers and researchers | | Luxembourg |
| | gender is fashion, too politicised, too specific for a disciplinary curricula | | Austria |

Dealing with resistances in the context of the integration of the gender aspect one may argue that any form of resistance is related to an actor. However, the different argumentations that built up a barrier to integration refer to either actor or structural level as illustrated in table 26. Most of the resistances as shown in this depiction refer to the structural level, or in other words, to the level that has been identified as the essential basis to realise the integration of the gender aspect (→ table 24). “Open” resistances have the advantage that actors working on the integration of the gender aspect can use the argumentation as starting point to elaborate solutions or other ways of counteracting these resistances. The same approach could be helpful concerning resistances related to gender as subject.

Four universities made the experience that the resistance against the integration of the gender aspect came from teachers or other staff members themselves. Identified resistances stemming from the actor level are placed on second rank and present the probably most complex challenge to deal with during the implementation process.

Resistances characterise one group of counterforce that could participate in the integration process. In opposition, the next section presents the findings on the forces which support the integration of the gender aspect in teacher education.

5.2.4.5. Supporting actors

Undoubtedly, the process of integration cannot be conducted by one single person. A number of supporting strengths are necessary to accomplish the integration successfully. The next two sections offer detailed information on the actors who supported the implementation process in teacher education. The supporting participants are divided into the categories *internal and external support* portrayed in tables 27 and 28.

Table 27: Internal support

| | | Number of occurrences | Countries |
|-------------------------------|--|-----------------------|---|
| University management: | | 29 | |
| | president, vice-president, chancellor, rector, pro-rector, responsible people on different levels | 11 | Austria, CH, D, Sweden, L |
| | gender and/or women's representative, gender agents, office for women affairs, committee equal opportunity | 12 | Austria, Germany, Switzerland |
| | administration staff of the university | 1 | Germany |
| | deans | 4 | D, Finland, Ireland |
| | engineering faculties | 1 | Germany |
| Teaching staff: | | 22 | |
| | professors, lecturer, teachers | 17 | A, Finland, D, Ireland, Slovakia, S, UK |
| | staff members in gender research, Women or Gender Studies | 5 | A, CH, D, Finland, Ireland, L |
| Students | | 7 | A, Finland, D, L, Sweden |
| Working groups: | | 3 | |
| | members of the curricula working group | 1 | Finland |
| | interdisciplinary working group for gender studies | 1 | Germany |
| | the Equity and Disability Cross agency group | 1 | UK |

As clarified in table 27, the main source of internal support comes from the university management. The distribution shows that the head of the university together with the gender representatives which take part in management play an elementary role in the stage of implementation. This result goes along with the findings depicted in table 21, illustrating that the university top-down is the central figure as initiating actor. In addition, it underlines the importance of a positive approach of the university management in order to put forward the integration efforts.

Regarding the *university bottom-up* support, the teaching staff represents an important character too. Professors and teachers are in first rank when it comes to involving the gender aspect in their classroom teaching. For this reason, one may argue that without the support of the teaching staff the integration of the gender aspect could not be realised in the daily practice. In contrast, the role of *students* as supporting actors within the integration process is considered as rather small. In comparison to the support provided within the university, table 28 introduces the external actors who offer their supportive participation on the implementation process.

Table 28: External support

| | Number of occurrences | Countries |
|---|------------------------------|------------------------------|
| Governmental: | 13 | |
| ministries | 8 | Germany, Luxembourg, Austria |
| women's representative of the ministry | 1 | Germany |
| directions from the government | 1 | Sweden |
| political goals | 1 | Germany |
| policies on gender in education | 1 | Germany |
| gender mainstreaming policies | 1 | Germany |
| Non-governmental: | 6 | |
| cooperation with gender equality experts at other universities and colleges, networking | 2 | Sweden, Finland |
| interested people in the field: teachers, local decision makers | 1 | Luxembourg |
| consultancy | 1 | UK |
| advisers e.g. training courses for the Gender Mainstreaming representatives | 1 | Austria |
| gender researchers | 1 | Sweden |

The supporting actors are grouped into the categories *governmental* and *non-governmental* support. The *governmental* assistance mainly corresponds to ministries but also to support from policies favouring the implementation of gender in education. The political support the universities receive from the ministries reflects the role of the ministries as initiating actors illuminated in table 21. Even though ministries are included by half of the universities as initiating actor in the integration process, political participation is not considered as a basic condition to implement the gender aspect in teacher education. It appears that the political level has a rather ambiguous position regarding the integration of the gender aspect within the universities.

The *non-governmental* support has in contrast to the governmental support an inferior role and refers primarily to the consultancy support the universities got for instance from gender equality experts or gender trainers.

The support the universities got from the internal and external actors to favour the integration of the gender aspect can be considered as a special kind of resource. The effectively provided resources for the implementation are illuminated in the section that follows.

5.2.4.6. Provided resources

The implementation of the gender aspect is inevitably related to the need of resources. They are necessary for an efficient and professional integration and might be provided by the university budget, by the state, or other external institutions. Resources can be mobilised in terms of financial or human resources. The human resources are divided into *teachers* as internal resources and *gender experts* as external resources. Table 29 reveals to what extent the universities provided means for the integration of the gender aspect.

Table 29: Provided resources

| Teachers as resources | | | |
|------------------------------|-------|-----------|---------|
| | | Frequency | Percent |
| Valid | 0 | 17 | 42,5 |
| | 1 | 10 | 25,0 |
| | 99 | 13 | 32,5 |
| | Total | 40 | 100,0 |
| Gender experts | | | |
| | | Frequency | Percent |
| Valid | 0 | 25 | 62,5 |
| | 1 | 3 | 7,5 |
| | 99 | 12 | 30,0 |
| | Total | 40 | 100,0 |
| Financial resources | | | |
| | | Frequency | Percent |
| Valid | 0 | 20 | 50,0 |
| | 1 | 8 | 20,0 |
| | 99 | 12 | 30,0 |
| | Total | 40 | 100,0 |

0=no

1=yes

99=no answer

Examining the data depicted in table 29 one can conclude that only a few universities provided resources for the integration of the gender aspect. Even though ten universities stated that their teachers are “available” to advance the integration process, only two of them created an additional chair for a professorship. In other words, in most of the universities the teachers involving the gender aspect in their courses already have a post at the university and are not employed specifically to teach gender issues.

Three universities out of 28 used the consultancy services of gender experts to implement the gender aspect. One institute of education created a full-time post for

a gender expert within their institution with the aim to raise awareness for gender issues in the field of education and to advance the equality politics within the institution. As regards financial resources, eight universities provided funds to accomplish the integration. The financial means stem from the university budget but also from national research funding.

! Considering that 28 universities out of 39 have integrated the gender aspect in teacher education, the resources provided for the implementation are moderate. However the findings regarding the de facto integration illustrated a low presence of the gender aspect in most of the disciplines (→ table 6). The same result was discovered for the vertical integration of the gender aspect (→ table 20). In this context one could suppose that

- the vertical integration of the gender aspect is realised punctually in contrast to the more intensively horizontal integration,
- the integration of the gender aspect is primarily related to the work of the women and gender representative at the university,
- the universities focus on the existing human resources within the university, often the need for further resources and competences are not taken into account.

Verifying these assumptions could not be fulfilled within this research project and might be a starting point in further research works on the role of the gender aspect in teacher education.

The next section deals with the information and preparation the universities provided for the integration. In addition the section shows how many universities placed advanced training at the teachers' disposal.

5.2.5. Information and preparation

Integrating the gender aspect into the curricula means introducing the gender aspect into the disciplines and courses. Individual teachers who are not familiar with gender issues need a preparation on gender issues in education. In this light the section asks for the preparation the universities provide their teaching staff before or during the process of integration. In the context of a knowledge based

society, the preparation implies the offer of continuing professional training for their teachers, specifically on gender issues.

5.2.5.1. Information of the teaching staff by the university

Informing the teaching staff on the integration of the gender aspect in teacher education is one important measure to involve teachers in the process as a target group. Table 30 illustrates how many universities informed their teaching staff on the integration of the gender aspect in teacher education.

Table 30: Provided information

| | | Frequency | Percent |
|-------|-------|-----------|---------|
| Valid | 0 | 10 | 25,0 |
| | 1 | 14 | 35,0 |
| | 2 | 9 | 22,5 |
| | 99 | 7 | 17,5 |
| | Total | 40 | 100,0 |

0=not concerned

1=yes

2=no

99=no answer

14 universities out of 28 which have integrated the gender aspect in teacher education informed their teachers on the introduction of the gender aspect. Nine universities did not brief their teaching staff on this measure. It is indeed rather astonishing that only half the universities informed their teachers as they represent the “executive force” on the bottom of the implementation strategy. Teachers who are not informed on the integration of the gender aspect cannot involve gender issues in their courses except if they are already engaged for personal interest.

Involving the teaching staff by informing them about the process of integration is one of the first steps towards the implementation. Moreover all teachers, particularly those who never dealt with gender issues, need some kind of preparation to comprehend the meaning of the gender aspect in the various disciplines. The next section provides detailed information about the preparation of the teaching staff.

5.2.5.2. Preparation of the teaching staff by the university

Gender knowledge and thus gender competences open up a new field for many teachers. It is fair to assume that a number of them had no opportunity to gain experiences with 'gender' as subject during their studies or during their daily professional work. Evaluating the state of individual teachers' gender knowledge is an important starting point to develop appropriate measures for the teaching staff. The findings on this topic are depicted in tables 31 and 32.

Table 31: Preparation for the teaching staff

| | Frequency | Percent |
|---------|-----------|---------|
| Valid 0 | 8 | 20,0 |
| 1 | 10 | 25,0 |
| 2 | 17 | 42,5 |
| 99 | 5 | 12,5 |
| Total | 40 | 100,0 |

0=not concerned
 1=yes
 2=no
 99=no answer

As the data suggests, ten universities provide their teaching staff with a certain form of preparation. In contrast, teachers in 17 universities received no form of preparation in relation with the introduction of the gender aspect. Against the background that 14 universities informed their teaching staff in a first step (→ table 30), the preparation efforts are indeed rather low. Analysing the preparation of the teaching staff more qualitatively, table 32 presents the various forms of preparation the teachers received to raise their awareness of gender issues within their own disciplines and teaching methods.

Table 32: Forms of preparation

| | Number of occurrences | Countries |
|--|-----------------------|-------------------------|
| Formal preparation: | 9 | |
| workshops, lectures, written material, seminars | | A, Germany, Switzerland |
| supervision on teaching and research | | Ireland |
| information by critical research literature | | Ireland |
| courses in gender equality education | | Sweden |
| part of their teacher education programme | | Ireland |
| Informal preparation: | 5 | |
| exchange with colleagues on gender issues | | Ireland |
| self learning in group | | Luxembourg |
| sporadic talks | | Germany |
| gender issues in advanced training | | Germany |
| gender is within the field of research of the persons teaching those classes | | Germany |

The different forms of preparation are grouped into *formal and informal preparation*. Formal preparation describes the measures which were initiated and announced officially by members of the university staff, like, for instance, the dean of the faculty of education. Informal preparation can be considered as a self-organised preparation by some members of the teaching staff based on their own interest. Table 32 illustrates that most of the preparation forms refer to the formal preparation, whereas the findings provide no information about whether the actions were compulsory or optional for the teaching staff. As regards informal preparation, teachers at two universities had the opportunity to combine both forms of preparation.

5.2.5.3. Advanced training for the teaching staff by the university

Advanced training is an essential part of the working life of each individual teacher to stay “up to date” concerning changes and new findings within their teaching subject and changing demands and competences within society. In this section, we asked for the opportunity the teaching staff was given to participate in advanced training specifically focused on gender subjects.

Table 33: Opportunity to get advanced training

| | | Frequency | Percent |
|-------|-------|-----------|---------|
| Valid | 0 | 8 | 20,0 |
| | 1 | 7 | 17,5 |
| | 2 | 20 | 50,0 |
| | 99 | 5 | 12,5 |
| | Total | 40 | 100,0 |

0=not concerned
 1=yes
 2=no
 99=no answer



The findings clarify that the opportunity to participate in advanced training or continuing professional development is quite underdeveloped. Advanced training in gender issues is available in seven universities out of 28. In contrast, 20 universities stated that the teaching staff has no opportunity to take part in continuing courses regarding gender issues.

As depicted in table 34, four universities responded that continuing training is offered regularly, in the context of PhD courses or in research in the context of

doctoral courses. However none of these universities has fix regulations on advanced training. In other words, the participation in continuing professional training is voluntary.

Table 34: Offered courses in advanced training

| | Number of occurrences | Countries |
|---------------------------------|------------------------------|------------------|
| regularly (once per year) | 2 | CH, Ireland |
| in the context of PhD courses | 1 | Sweden |
| in research at doctoral courses | 1 | Ireland |

Summing up, one can observe that the information and preparation of the teaching staff regarding the integration of the gender aspect is rather moderate. Taking into account that continuing professional development is an essential part for the daily work regarding new research findings the offer of advanced training courses for gender issues is neglected.

In addition to the university specific conditions on the integration of the gender aspect, the next section presents the political conditions including political decisions and measures which influenced the implementation of the gender aspect.

5.2.6. Political conditions for the integration of gender in the study course for teacher education

Although many universities across the European countries are rather autonomous in their budgeting, they are nevertheless embedded in their national political landscape. In this regard, the aim of the present section is to sketch the impact of political decisions and measures empowering the implementation of the gender aspect in teacher education.

5.2.6.1. Influence of political decisions on the formal integration of the gender aspect into curricula

Table 35 sheds light on the influence of political decisions on universities as regards the integration of the gender aspect in teacher education.

Table 35: Influence of political decisions on the integration

| | | Frequency | Percent |
|-------|-------|-----------|---------|
| Valid | 0 | 8 | 20,0 |
| | 1 | 20 | 50,0 |
| | 2 | 9 | 22,5 |
| | 99 | 3 | 7,5 |
| | Total | 40 | 100,0 |

0=not concerned

1=yes

2=no

99=no answer

20 universities out of 39 stated that they were influenced by political decisions. (→ sections 5.2.4.1 and 5.2.4.5). In contrast, nine universities stated that the political level had no impact on their integration efforts. This result suggests that political decisions could have a direct impact on the politics of the university and hence on the university politics regarding a gendered teacher education.

Table 36 illustrates what political decisions taken at national and international level influenced the integration process.

Table 36: Decisions taken at different political levels

| | | Frequency | Percent |
|--|-------|-----------|---------|
| Decisions taken at national level | | | |
| Valid | 0 | 17 | 42,5 |
| | 1 | 18 | 45,0 |
| | 2 | 1 | 2,5 |
| | 99 | 4 | 10,0 |
| | Total | 40 | 100,0 |
| Decisions taken at European level | | | |
| Valid | 0 | 17 | 42,5 |
| | 1 | 6 | 15,0 |
| | 2 | 10 | 25,0 |
| | 99 | 7 | 17,5 |
| | Total | 40 | 100,0 |
| Decisions taken at UN level | | | |
| Valid | 0 | 17 | 42,5 |
| | 1 | 3 | 7,5 |
| | 2 | 13 | 32,5 |
| | 99 | 7 | 17,5 |
| | Total | 40 | 100,0 |

0=not concerned

1=yes

2=no

99=no answer

The distribution of the responses in table 36 reveals that the majority of the universities (18) were influenced by political decisions taken at national level. Decisions at the European level affected the integration of the gender aspect at six universities. Regarding the UN level, three universities named these decisions as decisive for the integration process. The findings in the table highlight the direct influence of *national politics* in contrast to the European or UN level.

Table 37 provides a closer insight on the concrete measures taken at national and international which were decisive for the introduction of the gender aspect in teacher education.

Table 37: Measures taken at different political levels

| | Number of universities | Countries |
|--|-------------------------------|---------------------|
| Measures taken at national level: | 14 | |
| <i>Legislation:</i> | 5 | |
| equality act of the German Länder (Landesgleichstellungsgesetz) | | Germany |
| equal opportunity legislation | | Germany |
| Swedish Higher Education Act 1992 § 5: equality in the Higher Education Institutes | | Sweden |
| Higher Education Ordinance for teacher education equality 1993 | | Sweden |
| educational policy "Education to Equality of Women and Men" | | Austria |
| <i>National projects/programmes:</i> | 4 | |
| national projects | | Luxembourg |
| incentive programme by the University Conference Switzerland to promote Gender Studies on Swiss Universities | | Switzerland |
| Revised Primary Curriculum by the Department of Education of Ireland 1999 | | Ireland |
| gender in initial teacher education & continuous professional development | | Ireland |
| <i>Politics/structure:</i> | 5 | |
| creation of the Ministry for Equal Opportunities | | Luxembourg |
| gender mainstreaming policies | | Germany |
| policies related to a couple of 5 years' professorship for Women's Studies | | Finland |
| establishing the centre for gender competences at the university | | Germany |
| examination regulations for teacher education | | Germany |
| Measures taken at international level: | 9 | |
| <i>Legislation:</i> | 2 | |
| European law on equal rights | | Germany |
| <i>Projects/programmes:</i> | 4 | |
| European gender projects | | Finland, Luxembourg |
| gender mainstreaming policies | | Austria, Germany |
| <i>Politics/structure:</i> | 3 | |

| | | | |
|--|----------------------|--|---------------------|
| | European framework | | Luxembourg |
| | UN women conferences | | Finland, Luxembourg |

Examining the political measures listed in the table above, one can resume that the actions taken refer to the legislation, national projects and programmes and to politics and structure on both national and international levels. On a national level, the legal measures indicate an important frame in the light of the integration of the gender aspect in teacher education. Furthermore, the launch of gender policies and projects on national and international levels as well as the establishment of specific structures crucially influenced the implementation process.

Against the background of the influence the political level has on the integration of the gender aspect, the next section investigates the cooperation between the political and the scientific stakeholders as regards the process of integration.

5.2.6.2. Cooperation between political and scientific stakeholders

The cooperation between the ministries at national level or other institutions at international level and the universities is probably the basic ground for an effective and goal orientated implementation process. As the previous section pointed out the influence of political measures, the aim in this section is to portray the cooperation between political and scientific stakeholders depicted in the tables 38 and 39.

Table 38: Cooperation between political & scientific stakeholders

| | | Frequency | Percent |
|-------|-------|-----------|---------|
| Valid | 0 | 8 | 20,0 |
| | 1 | 9 | 22,5 |
| | 2 | 14 | 35,0 |
| | 99 | 9 | 22,5 |
| | Total | 40 | 100,0 |

0=not concerned
1=yes
2=no
99=no answer

Table 38 illustrates that nine universities out of 28 which have integrated the gender aspect in teacher education cooperated with political stakeholders. In contrast, 14 universities stated that no cooperation exists as regards the

implementation process. This outcome is indeed surprising considering that 20 universities (→ table 35) were influenced by political decisions and the resulting measures. Apparently the influence of the political level on the integration of the gender aspect gives no reference on the cooperation between political and scientific actors. Nevertheless one can interpret these findings as a gap of interaction between the different actors.

Table 39 describes the various steps of cooperation which were taken by the scientific and political stakeholders with the aim to integrate the gender aspect.

Table 39: Steps of cooperation between political and scientific stakeholders

| | Number of universities | Countries |
|---|-------------------------------|------------------|
| Research support: | 4 | |
| gender equality unit of the Government department of Education and Science has supported research into gender issues undertaken by both staff and doctoral students | | Ireland |
| discussions and cooperation in projects since 1998 | | Luxembourg |
| financial support that enabled the Network of Graduates | | Switzerland |
| financial support for publications, conferences | | Austria |
| Exchange: | 2 | |
| exchange between equal opportunity commissioner of the university & female teaching staff in the field of gender studies | | Germany |
| cooperation between the Ministry of Education, Science and Culture and the Federal School Management Conferences and the head teachers of the colleges | | Austria |

Those universities that cooperate with political stakeholders responded that the different steps of cooperation refer to exchanges on gender issues and gender politics between members of the university staff but also between political and scientific representatives. Other universities stated that the support for research in gender subjects as well as the financial support represents one step of cooperation between both groups of representatives. It is noticeable that the issue of financial support is pointed out by three universities in the context of cooperation, but not in the context of the reasons for the non-integration and preconditions.

The last section of the presented findings explores more closely the meaning and the impact of gender research on the integration of the gender aspect in teacher education.

5.2.7. Gender research

Research, and in particular gender research, is of importance to provide data from the various fields of knowledge. Benefiting from the findings and introducing them into the investigated field is essential for the practical use of research and also for the continuing development of applied knowledge. The section on gender research aims to get closer details on the impact of gender research findings as regards the implementation of the gender aspect in teacher education.

Table 40: Influence of gender research findings on the integration

| | Frequency | Percent |
|---------|-----------|---------|
| Valid 0 | 8 | 20,0 |
| 1 | 15 | 37,5 |
| 2 | 10 | 25,0 |
| 99 | 7 | 17,5 |
| Total | 40 | 100,0 |

0=not concerned

1=yes

2=no

99=no answer

Table 40 illustrates that findings from gender research had a positive influence on the integration of the gender aspect in teacher education at 15 universities out of 28. Ten universities responded that gender research findings were been taken into account when the gender aspect was integrated. These results suggest that gender research findings are considered as an important source of knowledge in the light of the integration process.

Table 41 presents the gender research findings identified by the universities as crucial for the integration of the gender aspect in teacher education.

Table 41: Crucial research findings for the integration of the gender aspect

| | Number of occurrence | Countries |
|--|----------------------|-----------|
| Performance assessment: | 5 | |
| PISA/TIMSS | 4 | Germany |
| findings on women's disadvantages in educational systems | 1 | Germany |
| Research on difference: | 5 | |
| studies on the difference of girls & boys & their influence on didactic approach | | Germany |
| findings on women's disadvantages in educational systems | | Germany |

| | | | |
|--------------------------------------|---|----------|------------|
| | research in the field of preschools | | Sweden |
| | research in the area sports, body & health | | Austria |
| | gender effects in schools | | Germany |
| Gender roles: | | 2 | |
| | historical research on the change of gender from the past till today | | Sweden |
| | research on stereotyping and changing roles of males & females | | Ireland |
| Teaching based upon research: | | 2 | |
| | gender studies in various disciplines involved in teacher education | | Germany |
| | results of the studies are implemented in the construction of new curricula | | Luxembourg |
| Diversity: | | 1 | |
| | organisation requirements regarding fairness & equality of treatment & action as with race & disability | | UK |
| Research on didactics: | | 4 | |
| | necessity for reflexive co-education | | Germany |
| | findings on the study on the gender sensitive education | | Austria |
| | findings highlighting discriminatory practices in Irish education school practices | | Ireland |
| | ethnographic research on gendered school practices | | Finland |

As table 41 illustrates, the findings on performance assessment and on difference were most effective for the implementation of the gender aspect. Particularly findings on the PISA²⁸ and TIMSS²⁹ studies received most of the universities attention. This dynamic of attention refers to the outcomes of the study regarding the assessed disciplines and countries and their gender segregated results. The influence of findings from research on differences and didactics could be explained by the high level of research exploration and by the grade of popularity of these fields.

In contrast research findings on gender roles and diversity were considered by only by three universities. It is probable that research works on these subjects are underrepresented and in this regard findings on gender roles and diversity are rather unpopular. On the other hand, one could interpret this as a sign that universities acknowledge these findings as not crucial enough to have an impact on the integration of the gender aspect.

²⁸ Programme for International Student Assessment initiated by the OECD in 2000

²⁹ Trends in International Mathematics and Science Study initiated by the International Association for the Evaluation of Educational Achievement in 1995

The influence of gender research and its role in the implementation process is also taken up in the qualitative part. The next part introduces the findings from the interviews with a special focus on selected subjects.

6. Qualitative findings

The presentation of the qualitative findings is based on the information resulting from the interviews. The findings are illustrated following the sample of interviewees from universities which have integrated the gender aspect and from the universities which have not implemented the gender aspect.

6.1. The gender aspect is integrated into curricula for teacher education

The introduced findings focus on four subjects including the *implemented measures* aiming to integrate the gender aspect, the role of *gender research* and the role of *national politics* concerning the integration and finally the expected *results & benefits* with the integrated gender aspect in teacher education. The next section starts with the measures the universities have activated to implement the gender aspect.

6.1.1. Implemented measures

The table 42 portrays the measures implemented by the universities to support and favour the integration of the gender aspect.

Table 42: Implemented measures

| | Number of occurrences | Country |
|--|-----------------------|---------|
| ACTOR LEVEL | 6 | |
| <i>Management:</i> | | |
| gender training with the head of management to raise the awareness that women are an enrichment for the university | | Germany |
| <i>Teaching staff:</i> | | |
| gender training for the teaching staff in addition to their qualification as teacher | | Germany |
| continuous evaluation of the lectures and seminars with gender competence as evaluation criteria | | Germany |

| | | |
|---|----------|---------|
| gender issues as part of the education for teacher students | | Germany |
| <i>Pupils & students:</i> | | |
| to sensitise pupils at a very early stage | | Germany |
| to acquire female pupils and students for technical and natural sciences, this is only successful when girls are already sensitised at a very early stage | | Germany |
| STRUCTURAL LEVEL | 6 | |
| gender competence in procedures of employment | | Germany |
| action plan on equality at the university: making equality issues visible (mainstreaming) | | Sweden |
| equality committee with some real powers | | Ireland |
| penalties | | Ireland |
| enhancing an awareness raising, making people aware that equality issues are very important for the teachers | | Sweden |
| making gender visible in prominent settings: curricula, research concepts, teaching concepts (horizontal axis) | | Germany |

Table 42 illustrates that the realised measures refer in equal measure to the actor and structural levels. The identified measures on actor level emphasise efforts concerning the teaching staff but also pupils and students. One can assume that the universities put a particular stress on these target groups for two reasons: first teachers represent as multiplier and actor in the classroom a central figure to introduce the gender aspect successfully. Their support and competences are therefore of a great importance to realise the integration of the gender aspect. Second pupils and students can be identified as the relevant 'bottom' of the integration process and as addressees to create a new consciousness on gender and equality issues.

Examining the measures on structural level, one can assert that the defined activities are directed to internal dissemination and sustainable integration, for instance employment procedures.

6.1.2. The role of gender research if the gender aspect is integrated

Table 43 describes different roles of gender research identified by the interviewees regarding the integration of the gender aspect in teacher education.

Table 43: Role of gender research if the gender aspect is integrated

| | Number of occurrences | Country |
|--|------------------------------|----------------|
| Revealing doing gender | 6 | |
| research projects with preschools teachers filming themselves in the situation in schools; how they act differently towards girls and boys, experiments on how children construct their identity | | Sweden |
| strengthen qualitative research: empirical research with teaching staff e.g. why do female and male students choose preschool, why secondary school | | Germany |
| until now the role of gender research in teacher education was too small: it is to question whether teacher students are aware & reflected enough that they will deal with gender issues in schools and their classrooms | | Germany |
| gender sensitisation is a professional competence without it is not possible to recognise girls and boys in the classroom as gendered | | Germany |
| little sensitisation among students regarding gender and the language | | Germany |
| practical use of research: students want to have more practical methods on how to deal with inequality in schools | | Sweden |
| Experiencing gender differences | 2 | |
| students as researcher experiencing that girls deal differently with problems in information technology | | Germany |
| raising of self-criticism concerning the teaching in the classrooms | | Ireland |
| Awareness raising for gender issues | 2 | |
| reflecting gender research in all disciplines | | Germany |
| gender research as basic knowledge i.e. basic literature in disciplines | | Germany |
| Revealing the gender biases | 6 | |
| the role of research is to enlighten the actors dealing with teaching | | Ireland |
| showing up invidious distinctions between the roles and the career paths of males and females in teacher education | | Ireland |
| revealing the effects of co-education and single-sex education & the consequences of the subjects chosen by boys & girls in schools | | Ireland |
| representation of women and men in schools books | | Germany |
| low level concerning the gender relevance & the implementation of research findings in specific disciplines e.g. engineering | | Germany |
| research on the impact of legal regulations concerning the maternity protection | | Germany |
| Mainstreaming the research findings | 3 | |
| bringing research into classroom learning, with students as researchers | | Ireland |
| it could be more visible and clear | | Sweden |
| the fruits of research need to feed into teacher education | | Ireland |

The number of occurrences alone indicates that gender research was already established as important for the universities which have integrated the gender aspect in teacher education. The interviewees emphasised gender biases and “doing gender”, both of which need to be revealed by gender research in the field of education and teacher education. Both aspects gender biases and doing gender are related to alleged or constructed truths which are considered to be counteracted and deconstructed by gender research. In this regard, gender research could help to create an awareness of gender issues for all actors in teacher education, and moreover an awareness of the meaning of gender competences required by the teaching staff.

6.1.3. The role of national politics if the gender aspect is integrated

Table 44 exemplifies how the interview partners identify the role of national politics as regards the integration of the gender aspect in teacher education. The statements refer less to the specific integration process within the interviewees’ institutions than to the role of national politics regarding the integration of the gender aspect into curricula for teacher education in general.

Table 44: Role of national politics if the gender aspect is integrated

| | Number of occurrences | Country |
|--|------------------------------|----------------|
| Politics/structure | 7 | |
| legal frame | | Germany |
| specific legislation for education | | Ireland |
| funding for projects or professorships | | Germany |
| gender and equality plans & actions | | Sweden |
| sustainable & ongoing governmental measures | | Sweden |
| gender issues in the school | | Sweden |
| measures to impede discriminations on other grounds | | Sweden |
| University structure | 1 | |
| interceding actions when the gender aspect is not respected in the curricula of study courses & claiming gendered programmes | | Germany |

The statements of the interviewees suggest that national politics has its major function in providing a political and legal frame to implement the gender aspect and to advance gender equality within the universities. The role of national politics is

indeed considered as a very strong incentive actively promoting participation and even interceding when the implementation of the gender aspect is not respected within the curricula.

6.1.4. Results and benefits if the gender aspect is integrated

The question on the results and benefits of the integration of the gender aspect in teacher education is presumably one of the most revealing questions in this context. Table 45 provides an insight into what the interviewees expect when the gender aspect is implemented.

Table 45: Results and benefits with the integrated gender aspect

| | Number of occurrences | Country |
|--|------------------------------|----------------|
| Actor level | 5 | |
| awareness by the teachers for gender issues & also for justice issues | | Ireland |
| creating an awareness that excluding women is a societal and economical absurdity | | Germany |
| impact on the teaching equality: bringing to light the biases, including gender biases | | Ireland |
| augmentation of the teaching quality & hence augmentation of the competences for the working life | | Germany |
| generating a new culture: a culture of awareness | | Germany |
| Structural level | 3 | |
| gender day organised by the centre for gender and education studies | | Sweden |
| more gender research initiated by the centre for gender and education studies | | Sweden |
| gender competence as part of the university profile: a key qualification providing a resource for the university | | Germany |

Most of the expected outcomes refer to the actor level. Especially the aspect of awareness raising for gender issues and biases and, in this context, the augmentation of the teaching quality is considered as result and benefit of the integrated gender aspect. The implementation of the gender aspect and the gender competences acquired during the studies could be used by the universities to recruit students regarding the increased competition between universities. In comparison with the previous findings the next section illustrates the outcome of

the interviews in relation to the universities which have not integrated the gender aspect in their teacher education.

6.2. The gender aspect is not integrated in teacher education

The findings of the interviews presented in this section also consider the *suggested measures* which might ensure a possible future integration of the gender aspect, the role of *gender research* and the role of *national politics* regarding the integration of the gender aspect and the expected *results & benefits* if the gender aspect is integrated into teacher education.

6.2.1. Measures ensuring a future integration into teacher education

Table 46 sketches the suggested measures by the interviewees which could be helpful to integrate the gender aspect in teacher education.

Table 46: Ensuring measures to integrate the gender aspect

| | Number of occurrences | Country |
|---|-----------------------|---------|
| Structural level | 7 | |
| increasing the rate of female teachers otherwise gender equality cannot be mainstreamed | | Germany |
| measures concerning limited contracts for the PhD work | | Germany |
| incentives for graduate students for good performances could be linked to gender & disciplines | | Germany |
| promoting gender equality in the private sphere e.g. parental leave | | Germany |
| creating family friendly university structures & stable working situations | | Germany |
| measures concerning the regulation of 'home-office' work | | Germany |
| better organisation concerning the work-life-balance: sometimes the school holidays & the semester break are not at the same time | | Germany |

As table 46 presents, the suggested measures all refer to the structural level with a special focus on a better work-life-balance. These suggestions underline the idea that efforts aiming to integrate the gender aspect within the university cannot be realised sufficiently without considering the gender politics outside the university structure. Initiating actions to promote the implementation of the gender aspect

within the university could be facilitated by simultaneous measures concerning the gender relations in the private sphere.

It is noticeable that no measure refers to the actor level. In comparison with table 42 the different weighted outcome shows that universities which have not started the integration of the gender aspect yet have a different point of view or focus on what could be helpful to enhance the integration.

6.2.2. The role of gender research if the gender aspect is not integrated

Table 47 illuminates what role the interviewees ascribe to gender research regarding the integration of the gender aspect.

Table 47: Role of gender research if the gender aspect is not integrated

| | Number of occurrences | Country |
|---|------------------------------|----------------|
| Gender differences, didactics & biases | 3 | |
| differences between girls & boys and their impact on learning processes | | Germany |
| importance of teaching girls & boys appropriately | | Germany |
| studies show today that differences between girls & boys influence the learning processes | | Germany |
| Mainstreaming the research findings | 4 | |
| overcoming the dichotomy in attitudes | | Finland |
| integrating issues of reflexive co-education in compulsory courses & not only in optional courses | | Germany |
| showing that gender issues are a not dichotomised, but very complex, overlapping & intersectional | | Finland |
| supporting the possibilities to work for gender equality in practice | | Finland |

As the table explores, the interviewees stress the revealing role of gender research as regards gender differences, didactics and biases. Furthermore, they consider the mainstream of the research findings into the practice as an important mission of gender research. The advantage of the mainstream also refers to a mutual enrichment process between gender research findings and other university disciplines. It is remarkable that the role of gender research compared with the statements presented in table 43 is significantly more moderate.

6.2.3. The role of national politics if the gender aspect is not integrated

Table 48 identifies how the interview partners appraise the role of national politics in the context of the integration process.

Table 48: Role of national politics if the gender aspect is not integrated

| | Number of occurrences | Country |
|--|------------------------------|----------------|
| Legislation | 3 | |
| equality law: organised courses for the staff members to become aware of the gender & equality issues, and therefore to be able to work appropriate to the law demands | | Finland |
| equality act since 1987 which was changed in 2005: now it is obligatory to look at those equality issues concretely, systematically each year | | Finland |
| state level guides concerning education | | Finland |
| Politics/structures | 6 | |
| national politics defining the structure of the school system: the current school system in Germany has a negative impact on boys | | Germany |
| integrating the gender aspect into teacher education i.e. the low quota of men in Kindergarten & primary schools are related to the salary on these levels | | Germany |
| politics should intervene in fields which are obviously "underdeveloped" and in fields which include a bench-marking | | Germany |
| continued interest in gender issues & work on gender equality | | Slovakia |
| governmental measures have to be defined in the governmental statements | | Slovakia |
| gender politics as a compulsory part of the political goals, otherwise it is possible that gender issues are not considered as duty in universities and in science | | Germany |
| University structure | 1 | |
| financial help to enhance the integration of the gender aspect, like the creation of a professorship | | Finland |

Table 48 reveals a clear accentuation on politics and other structures that should enable the integration of the gender aspect. Half of the occurrences refer to the initialisation of a legal frame in order to realise the implementation. The role of national politics in terms of financial help is pointed out only once. Following the understanding of the interview partners, one could assume that legal grounds

represent a necessary support to advance the integration. However legal grounds provide no detailed information on the textual implementation of the gender aspect. The designated role of national politics mainly consists in providing a political framework as a basic condition for the integration.

6.2.4. Results and benefits if the gender aspect is integrated

Table 49 explores the potential results and benefits which might arise if the gender aspect is integrated.

Table 49: Results and benefits if the gender aspect is integrated

| | Number of occurrences | Country |
|--|------------------------------|----------------|
| Actor level | 3 | |
| knowledge on gender issues is based on theoretical materials from international studies | | Slovakia |
| the possibility to increase the use of potentials & the options for developing these potentials | | Finland |
| augmenting the equality competences of the teachers & the students | | Finland |
| Structural level | 7 | |
| the integration of the gender aspect in teacher education will be like a „snow-ball effect“: gendered pupils become gendered students become gendered teachers | | Finland |
| positive developments in the department for teacher education | | Finland |
| augmentation of the quality of education by a balanced mixture of female & male teachers as a better preparation for the students for the life 'outside' | | Slovakia |
| although most of the teachers are female the gender aspect is still not integrated in teacher education | | Germany |
| benefits provided by qualified women as human capital of the university if family-friendly structures & facilities are provided | | Germany |
| synergy of female and male dynamics in a university leads to a good output | | Germany |
| deletion of hierarchies between the groups of men | | Finland |

Table 49 illustrates that the presumed results and benefits focus mainly on the structural level. Only half of the named outcomes refer directly to the actor level. As the suggested measures to ensure a future integration also emphasise the structural level (→ table 46), it seems that the interview partners whose universities have not integrated the gender aspect in teacher education expect more efficient

results when the integration efforts focus on the university structure. Under closer examination however, some of the assumed results and benefits on structural levels are also connected to influences on actor level, like, for instance the benefits provided by qualified women as human capital or the gendered pupils and students. Most of the interview partners concluded that all factors of a positive development are endangered by a reduced university budget.

VI. COMPARATIVE SUMMARY OF THE QUANTITATIVE AND QUALITATIVE FINDINGS

The conclusions drawn in this section refer to a comparison of the introduced quantitative and the qualitative findings. The comparison refers to teacher education. Other university curricula were not explicitly discussed in the interviews and cannot be taken into account for this reason. The comparative conclusions focus on four main factors:

- the implemented measures related to the integration of the gender aspect
- the measures ensuring a future integration of the gender aspect
- the role of national politics as regards the integration or non-integration of the gender aspect
- the role of gender research as regards the integration or non-integration of the gender aspect

Table 50 presents a detailed overview of the introduced quantitative and qualitative findings in the light of the four main factors for teacher education.

Table 50: Comparative overview of the quantitative and qualitative findings

| | Quantitative findings | | | Qualitative findings | |
|---|-----------------------------|---------------------------------|-----------------------------|---------------------------------|---------------------------------|
| | Gender aspect is integrated | Gender aspect is not integrated | Gender aspect is integrated | Gender aspect is not integrated | Gender aspect is not integrated |
| Implemented measures/ measures ensuring a future integration | 0 | 15 | 12 | 6 | 6 |
| <i>Actor level:</i> | | | | | |
| teaching staff | 0 | 6 | 3 | 0 | 0 |
| management | 0 | 3 | 1 | 0 | 0 |
| pupils & students | 0 | 0 | 2 | 0 | 0 |
| <i>Structural level:</i> | 0 | 4 | 6 | 6 | 6 |
| Measures between the university & the state | 0 | 1 | 0 | 0 | 0 |
| Measures outside the university | 0 | 1 | 0 | 0 | 0 |
| Role of gender research | 16 | 0 | 19 | 4 | 4 |
| revealing doing gender | 0 | 0 | 6 | 0 | 0 |
| experiencing gender differences | 0 | 0 | 2 | 0 | 0 |
| awareness raising for gender issues | 0 | 0 | 2 | 0 | 0 |
| revealing gender relevance/biases | 0 | 0 | 6 | 2 | 2 |
| mainstreaming research findings | 0 | 0 | 3 | 2 | 2 |
| performance assessment | 2 | 0 | 0 | 0 | 0 |
| research on difference | 5 | 0 | 0 | 0 | 0 |
| diversity | 1 | 0 | 0 | 0 | 0 |

| gender roles | 2 | 0 | 0 | 0 |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|---------------------------------|
| | Quantitative findings | | Qualitative findings | |
| | Gender aspect is integrated | Gender aspect is not integrated | Gender aspect is integrated | Gender aspect is not integrated |
| Role of gender research | | | | |
| teaching is based upon research | 2 | 0 | 0 | 0 |
| research on didactics | 4 | 0 | 0 | 0 |
| Role of national politics | 17 | 0 | 6 | 9 |
| legislation | 5 | 0 | 0 | 3 |
| national projects/programmes | 4 | 0 | 0 | 0 |
| politics/structure | 3 | 0 | 5 | 5 |
| university structure | 1 | 0 | 1 | 1 |

Examining the data compiled in table 50 one can observe that the **measures to ensure the integration** of the gender aspect in teacher education attain a rather high rank on both actor and structural levels regarding the *quantitative* findings. In comparison with the *qualitative* findings the measures to ensure the future integration in teacher education focus only on structural levels whereas the **implemented measures** in teacher education in universities which have integrated the gender aspect achieve high occurrences on both actor and structural levels.

Regarding the *quantitative* findings, the **role of national politics** taking into account active measures at national level had a wide influence on the integration of the gender aspect in teacher education. The *qualitative* findings reveal in contrast that the role of politics is considered as important when the gender aspect is integrated whereas the role of politics is more emphasised when the gender aspect is not integrated.

Considering the depicted importance of measures and national politics, the **role of gender research** is emphasised even further as regards the *quantitative and qualitative* findings. The accentuated research topics refer to didactics, differences, doing gender and revealing gender biases.

VII. MAIN RESULTS

This chapter points out the main results taken from the quantitative and qualitative findings with regards to teacher education. The depiction of the results differentiates between the universities and the institutions where the gender aspect is not integrated and those where it is integrated. As regards the non-integration of the gender aspect, the results reveal possible reasons why the gender aspect has been not integrated, the measures to ensure a future integration and the role of gender research within the implementation process.

The presentation of the main results related to the universities and institutions which have integrated the gender aspect refers to the institutional considerations and preconditions, initiating actors, the information and preparation of the teaching staff, supporting actors, political decisions, provided resources and the influence of gender research findings.

Concerning the institutions where the *gender aspect is not integrated* one can highlight that:

- the **reasons** why the gender aspect is not integrated are mainly university specific reasons: the importance of gender is questioned, gender is not accepted as quality feature or gender is not considered as important enough
 - ➔ insufficient funding is not considered as a crucial variable for the non-integration of the gender aspect

- the **measures** to ensure a possible future integration of the gender aspect
 - emphasis on actor level: information campaigns and teaching staff preparation
 - emphasis on structural level: a better work-life-balance
 - ➔ shaping gender roles outside the university structure is considered as important to advance the integration process within the university

- the role of **gender research** is regarded as moderate

Concerning the institutions where the *gender aspect is integrated* one can point out that:

- the **institutional considerations** refer primarily to the structural level which seeks to promote gender equality and to mainstream the gender perspective
- the **preconditions** refer to the structural level
 - ➡ the political support and the financial resources constitute no basic precondition to realise the integration
- the main **initiating actors** are representatives of the
 - university top-down: head of the university, dean of the faculty for education & the gender representative
 - university bottom-up: teachers
 - political top-down: ministries
- the **information and preparation of the teaching staff including advanced training in gender issues** is poor whereas the offer of advanced training courses is nearly neglected in the context of the integration
- the **supporting actors** are composed of:
 - *internal support* with focus on the university management as top-down and teachers and professors regarding the bottom-up dynamic
 - ➡ there is a certain similarity in the composition of the supporting and the initiating actors
 - *external support* accentuating the governmental assistance by ministries
 - ➡ political assistance is emphasised in the context of initiation and support but not as basic premise to integrate the gender aspect

- **political decisions** have a high influence on the implementation process, particularly measures taken at national level pointing out the need for policies and a structural frame
 - ➡ the cooperation between the political and scientific actors however is weak and reveals a gap of interaction
 - ➡ the steps of cooperation in this regard refer mainly to financial support

- the **resources provided** to fund teachers, gender experts and financial means are extremely low
 - ➡ the slender application of resources mirrors the low integration of the gender aspect in the disciplines

- the **horizontal integration** of the gender aspect across the disciplines is very low
 - ➡ compared to the presence of gender in other university curricula the vertical integration of the gender aspect is mostly rare at the universities

- the **gender research** findings have a high influence on the integration process, they focus on performance assessment, research on difference, revealing gender biases and doing gender
 - ➡ the role of gender research is of great importance

VIII. PROSPECTS

The intention of the research project was to collect data on the integration of the gender aspect in teacher education by considering how the gender aspect has been integrated as well as the influence of political measures and gender research findings in this context.

The low participation on the research study including 12 member states of the EU 25 can be considered as an indicator that many universities have some way to go as regards the integration of the gender aspect in teacher education or other university curricula. Furthermore other indicators could be taken into account in this regard: the autonomy of the universities, the approach that gender issues are not important enough or the attitude that gender issues are not representative for the university. Weiner (2000) stated that ‘focusing on gender is interpreted as anti-male and divisive despite the evident influence of gender factors in school and university classrooms’ (Weiner, 2000). She notices that the anti-gender-attitude is related to the assumed link between gender and feminism. Hollingsworth (1995) identifies five hypotheses for the problematic nature of gender in teacher education in the United States:

- a. teacher education is women’s work and therefore its gendered characteristics appear ‘normal’
- b. no more space available in the crowded curriculum for gender
- c. gender is being taught already, as part of courses on diversity and multiculturalism
- d. ‘there is no need’ – current teacher research approaches are adequate
- e. gender is a taboo subject, too emotional, controversial or sensitive to be dealt with in the ‘neutral’ and ‘objective’ teacher classroom (Hollingsworth, 1995).

Similar statements also echo in the present research context. Even though the sample of the participating universities is rather small, the findings provide a useful and informative basis. On the one hand, universities which are preparing

the implementation of the gender aspect within their institution might be inspired by the findings of the study. On the other hand the responses of the universities which have not integrated the gender aspect provided important information about the reasons, barriers and conditions why the integration of the gender aspect could not be realised yet. These findings can be considered as helpful to avoid implementation errors.

The challenge to mobilise the present research findings for the possible integration of the gender aspect could be based on cooperation between political and scientific representatives. The national and international exchange of experiences by representatives involving teachers and students as important target groups form a relevant ground for further efforts. As each country faces a different gender culture and particularly a different implementation situation, the initial analysis of the status quo is essential to launch concrete and goal oriented actions. Implementation does not merely mean 'add women and stir' (Pearson/Rooke, 1993: 414) or squeezing "some gender" into the existing structures. The whole implementation process is related to transformative processes in multifarious areas within the university and teacher education which should meet gender equality. As one of the most important findings of the study brought out the implementation of the gender aspect within teacher education and also within other university curricula, these can and have to be realised in pluralistic ways. Thus a unique formula for a cross-university or a cross-cultural implementation cannot be created. In this respect the current study could not present one best-practice which can be applied for the implementation of the gender aspect at other universities.

Nevertheless the universities which have already integrated the gender aspect passed on valuable experiences concerning the implementation process. Certain elements of these experiences could be adopted by other universities and might be helpful in the preparation for the implementation of the gender aspect. Information on university specific preconditions, supporting actors, resources, political conditions or research impacts are depicted in the checklist

below. The checklist is based on the results of the study and intends to be used as tool for a further integration of the gender aspect³⁰.

³⁰ See also internet: http://www.adb.org/Documents/Manuals/Gender_Checklists/Education/default.asp, January 2006

Table 51: Checklist Implementation Process

| KEY ISSUES | SUGGESTED ACTIONS |
|--|---|
| Institutional framework | |
| <ul style="list-style-type: none"> • responsibilities • positioning of gender • analysis of status quo • implementation aims • internal & external support • budgeting | <ul style="list-style-type: none"> • identify implementation strategy and responsables at all levels • clarify & define importance of gender in the specific university context • analyse current status of gender within the university • identify aims for a concrete time period • identify internal & external network partners • ensure budget allocation for implementation process: gender trainings, controlling staff, teachers, material, work-shops etc. |
| <p>Gender sensitivity:</p> <ul style="list-style-type: none"> • institution management • teaching staff • students | <ul style="list-style-type: none"> • conduct gender information training for high-level staff • conduct gender information and preparation training & subject orientated work-shops for teaching staff at all levels • conduct gender information lecture for students • provide gender information material for all actors of all levels |
| <p>Sustainability of gender:</p> <ul style="list-style-type: none"> • actor level (a) • structural level (b) • subject level (c) | <ul style="list-style-type: none"> • create incentives for teaching staff (a) • promote & involve external partners (a/b) • provide regular continue professional development courses in gender (a/b) • integrate gender competence into employment procedures (b) • create gender equality committee with power (b) • introduce self-evaluation of the courses with consequent actions (b/c) • create gendered curriculum (c) |
| Controlling | |
| <ul style="list-style-type: none"> • planning • implementation • evaluation | <ul style="list-style-type: none"> • develop controlling arrangements for the planning, implementation & evaluation: indicators, internal controlling group starting at preparation level, external evaluation by consultants, anchor controlling procedure in the university structure • controlling group disaggregated by males and females • all relevant indicators for implementation aims disaggregated by gender |
| Impact assessment | |
| <ul style="list-style-type: none"> • incorporate an impact assessment regarding actor, structure and subject level inside and outside the university structure, disaggregated by gender | |

Next to the developed checklist which could be helpful for the possible implementation of the gender aspect in teacher education, the present research project could be continued on national and international levels to elaborate quality criteria or evaluation tools aiming to measure the success of the implementation efforts. As regards the dissemination of the research findings, the mainstream implies not only the publication for the scientific discourse but also for an effective and target-oriented use. To quote one of the interview partners: 'the fruits of research need to feed into teacher education'.

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Appendices

Questionnaire of the research project

Integration of the gender aspect into curricula and practical training for teachers at preschools, at primary and secondary schools

Dear Ladies and Gentlemen,

in the context of the project „Gender roles and stereotypes in education and training“ we are evaluating the integration of the gender aspect into curricula for teacher education. The present questionnaire has been developed for a first quantitative data collection. On the one hand the findings will be used for further research in our project countries Belgium, Germany, Ireland, Luxembourg, Slovenia and the Slovak Republic. On the other hand the findings are important for the implementation of gender in national education policies. Filling in the questionnaire will take no longer than 15 minutes. Thank you very much for your cooperation and support.

Concerning gender:

What does *gender* mean? For a common understanding we therefore suggest the following definition:

Gender as concept refers to differences between women and men as well as to differences *between* women and *between* men. These differences can be considered as the result of processes of social constructions. All actors are involved within these cultural, social and educational processes of construction. Gender is always interrelated to social categories like age, social and cultural origins, socio-economic status, ethnic, normative or sexual orientation. All these categories influence one another in different ways and with different effects. Gender varies over time and differs within and between cultures.

⇒ This is referred to as gender aspect in the questionnaire.

Name and address of the institution: -----

Contact person

Name: -----

Position within the institution: -----

Questionnaire

I. Gender in curricula for teacher education

1. Is the gender aspect integrated into curricula for teacher education?
 - yes (please continue with question 4)
 - no
2. If not, why is the gender aspect not integrated into curricula?
Reasons: -----
3. What measures could be helpful in ensuring the integration of gender in the curricula? -----
(please continue with question 7)
4. If so, how is the gender aspect integrated?
 - gender is integrated in the mission statement of the university
 - gender is integrated:
 - in all disciplines of the study course for teacher education
 - in 75% of the disciplines
 - in 50% of the disciplines
 - in 25% of the disciplines
 - gender is integrated in several disciplines:
 - in compulsory disciplines
 - in optional disciplines
5. If the European Credit Transfer and Accumulation System (ECTS) is already introduced in your institution, how many *credits* are awarded for the study course for teacher education? -----

6. If the ECTS is already introduced, how many *credits* are awarded for gender courses? -----

II. Gender in other curricula of the university/college

7. Is the gender aspect integrated into other curricula of the university/ college?

- yes (please continue with question 10)
- no

8. If not, why is the gender aspect not integrated into other curricula?

Reasons: -----

9. What measures could be helpful in ensuring the integration of the gender aspect in your institution? -----

(please continue with question 38)

10. If so, how is it integrated?

- in all disciplines
- in 75% of the disciplines
- in 50% of the disciplines
- in 25% of the disciplines
- in several disciplines, which ones? -----
- in several courses, which ones? -----
- as a complete study course with the degrees:
 - BA
 - MA
- as a complete study course with the options:
 - major subject
 - subsidiary subject
- others: -----

III. Conditions for the integration of gender in the study course for teacher education

11. Who initiated the integration of gender into curricula in your institution?

- director or president of the university/college
- equal opportunity commissioner
- the dean of the department for education

- o teachers
 - o students
 - o ministries, which ones? -----
 - o others:-----
12. What institutional considerations were crucial for the integration of gender? -----
13. What preconditions were necessary for the integration of gender in your institution? -----
14. Were there any resistances when gender should be integrated into curricula?
- o yes, which ones? -----
 - o no
15. Please describe the time frame of the various steps of integration: from the initiation to the practical implementation. -----

16. What persons supported the process of the integration?
- o internal support: -----
 - o external support: -----
17. What kind of resources did the university provide for the integration?
- o financial resources: per cent of the university budget -----
 - o teachers (internal): per cent of the university staff -----
 - o gender-experts (external): number of experts -----

IV. In preparation for gender

18. Did the teaching staff get any preparation to teach gender subjects?
- o yes
 - o no
19. If so, what kind of preparation did they get? -----
20. Do the teachers have the opportunity to participate in advanced training courses for gender subjects?
- o yes
 - o no
21. If so, how often?-----
22. If so, in what subjects? -----

V. Cooperation and communication within the university structure

- 23. Was the teaching staff from the study course for teacher education informed regarding the implementation of gender courses?
 - yes
 - no
- 24. If so, how were they informed? -----
- 25. Do students from the study course teacher education have the opportunity to participate in gender courses offered in other disciplines?
 - yes
 - no
- 26. If so, which ones? Please indicate as well the *credits* for the courses:-----

VI. Political conditions for the integration of gender in the study course for teacher education

- 27. Did political decisions have an influence on the formal integration of gender into curricula?
 - yes
 - no (please continue with question 34)
- 28. If so, were the decisions made at national level?
 - yes
 - no
- 29. If so, which ones? -----
- 30. If so, were the decisions made at European level?
 - yes
 - no
- 31. If so, which ones? -----
- 32. If so, were the decisions made at UN level?
 - yes
 - no
- 33. If so, which ones? -----
- 34. Did a cooperation exist between political and scientific stakeholders during the process of implementation?
 - yes
 - no

35. If so, please describe the different steps of the cooperation. -----

36. Did current findings from gender research have an influence on the integration of gender into curricula?
- yes
 - no
37. If so, what kind of findings was crucial for the integration? -----

VII. Last question

38. How do you define gender?
- definition (see above)
 - no definition
 - own definition (please fill in): -----

If you have any comment or further additions concerning the questionnaire, please do not hesitate to contact us. Thank you very much!

